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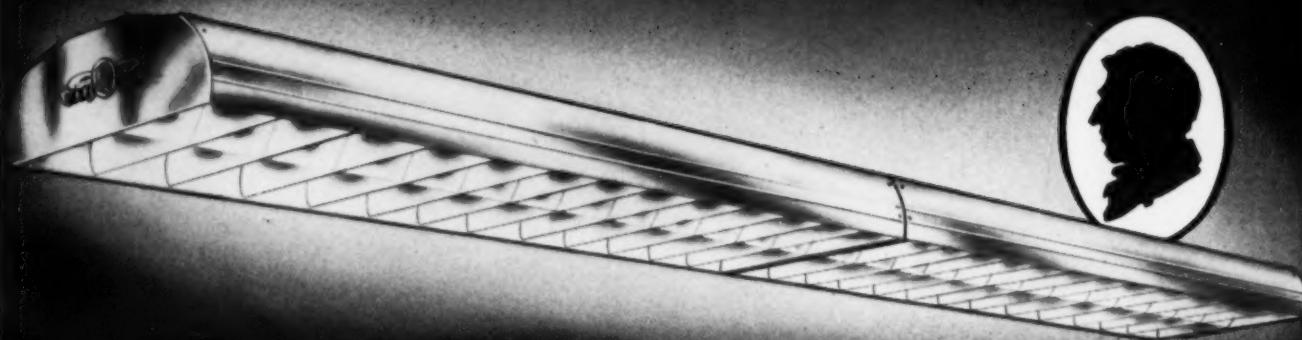
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School Board Journal
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VOLUME 120, NUMBER 3

MARCH, 1950

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THE AMERICAN School Board Journal

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THE AMERICAN School Board Journal

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Achievements and Present Struggles in —

State School District Reorganization Programs

*Kenneth E. McIntyre, Ph.D.**

Seldom, if ever, in the history of American education has there been activity of greater significance than the present movement in the field of school district reorganization. Educators, who traditionally discount the ability and willingness of the American people to make changes when changes are due, now have clear evidence that John Q. Public can act with startling rapidity if the need is convincingly demonstrated to him. Although it is true that redistricting has been a largely unheeded need for several decades in most states, we can no longer say that nothing is being done about it. In certain states, school officials are actually afraid that redistricting is moving *too* fast.

The success of the various programs during the past 12 years can be sensed when one considers that there were nearly 119,000 school districts in the United States during the school year 1937-38, compared with approximately 87,000 school districts reported to the writer in his recent investigation.

Because school district structure in South Dakota is seriously in need of modification, the writer undertook a study of redistricting in the 48 states, in order to learn from the experiences of others what would be best for South Dakota. In the present article, and subsequent articles, some of the findings of this study will be presented.

Following is a very brief description of reorganization activity, if any, in each of the states:

Recent Reorganization Activity

Alabama — Alabama has a modified county unit type of organization. This plan

has been in operation since 1901 and has not been revised except that the number of independent city systems has decreased until at the present time there are 67 county systems and only 41 independent city systems.

Arizona — Arizona's school districts are composed of administrative units of the local district type, the majority serving elementary school purposes only, and the remainder serving secondary school purposes only. No redistricting program is in progress at the present time.

Arkansas — Legislation passed in November, 1948, and effective on June 1, 1949, set up in each county a school district composed of the territory of all school districts administered in the county which had less than 350 school enumerates on March 1, 1949. The legislation authorized the reorganization of districts, in accordance with existing laws, between the date of adoption and March 1, 1949. On July 1, 1948, there were 1615 school districts in Arkansas; on July 1, 1949, this number had been reduced to 424.

California — A need for more integration between elementary and secondary schools was one of the primary reasons for the optional reorganization plan adopted in 1945. In 1947, an important amendment provided that elections would be determined by a vote of *total* proposed districts rather than each component district. In 1949, the State Commission turned over the responsibility for the program to the State Board of Education. The law also provides for county committees, trustee areas in unified districts, and the right of

a minority of parents to prevent the closing of a school. Between 1945 and 1948 the number of districts was reduced from 2497 to 2244. Little has been done since 1948.

Colorado's Act Permissive

Colorado — In 1949, the Colorado Legislature passed a permissive reorganization act, providing for county committees, approval or rejection of plans by the State Commissioner of Education, and final approval by a majority of the votes cast in an election in the proposed new district. The Colorado program is now getting under way. Several committees have general plans completed, and as of October, 1949, one county had already been reorganized and 12 other counties were almost completely reorganized.

Connecticut — Connecticut is not engaged in any major redistricting program, although some progress has been made with federations of towns for high school purposes. Three regional high school districts, comprising six, four, and three towns respectively, have been organized.

Delaware — Although Delaware has no comprehensive program in effect, recent legislation permits the State Board of Education to combine two or more school districts by referring the question to the people in the involved districts. A majority vote in each district affected determines the outcome.

Florida — Since January 1, 1948, all counties in Florida have had only one school district, coinciding with the county boundary lines. Reorganization was a part of a "school omnibus bill" which was adopted in 1947, and which included a number of advances in state support for schools.

Georgia — Georgia adopted a new State

This is the first of three significant articles on the nationwide activity in school district reorganization.

*Assistant Professor of Education, University of South Dakota, Vermillion, S. Dak.

Constitution in 1945, providing that each county, exclusive of any independent school district, shall compose one school district. At the present time, there are 159 county units of administration and 28 independent city systems.

Idaho — In 1947, the Idaho Legislature passed a reorganization law, and in 1949 strengthened the law with amendments. In general, the law provides for county committees, a state committee with power to approve or disapprove proposals of the county committees, and final approval or rejection by the voters in the proposed new district. An interesting feature of the Idaho law is that districts which are not acceptably organized by July 1, 1951, will be reorganized by the county committees with the approval of the state committee without an election. Under the law, 561 districts were eliminated by December 1, 1948, with 54 elections carrying and only 19 failing.

Great Achievements in Illinois

Illinois — There were 11,955 school districts in Illinois in 1944-45; on September 1, 1949, this number had been reduced to 4950. The present Illinois program was launched with the School Survey Act of 1945, and subsequent legislation has strengthened it. Action is initiated either by petition or by recommendation of the survey committee. The territory involved must contain at least 2000 people and have an assessed valuation of \$6,000,000. An election is held and decided by a total vote in both the rural territory and the incorporated places involved. Free transportation shall be provided.

Indiana — A 1949 law permits school trustees of two or more school districts to consolidate their school districts unless 50 legal voters in an affected district petition for an election. Whenever a petition is filed, an election is held in each district, and if a majority of those voting in any district vote against the proposal, it fails. A proposal for consolidation of districts can also be initiated by 50 legal voters in each district.

Iowa — A permissive plan of redistricting was approved in 1945 and amended in 1947. Each county board of education is required to make a survey and submit a plan to the voters of each affected district, with a majority of the votes cast in each district necessary for approval — a provision which has been partly responsible for the disappointing results in Iowa.

Kansas — Between 1945 and 1947, Kansas eliminated 2671 or approximately one third of her school districts. Under the Kansas plan, the final order establishing new districts was made by the county reorganization committee, without a vote of the people or a review of plans by a state committee. The only recourse for grievances was to the courts. In June, 1947, the law was declared unconstitutional, although the court upheld a validating act of the Legis-

lature which approved reorganization actions taken up to March 1, 1947.

Kentucky — The common school laws of Kentucky were rewritten in 1934, at which time a redistricting law was enacted, providing for the county to be the administrative unit except in cities of the first four classes. Kentucky has eliminated more than one third of the school districts in existence in 1932.

Louisiana's County System

Louisiana — Louisiana's 67 administrative units consist of 64 parish (county) units and three city units. State officials feel that the consolidation of schools within districts is the only problem at present, and this is a local problem.

Maine — Maine, with town and city responsibility for education, is not involved in any major redistricting effort, although five regional high schools involving groups of towns have been organized during the past two years.

Maryland — Maryland has always had the county plan of organization, and there has been no serious talk of changing it.

Massachusetts — There is no major reorganization activity at this time, although there has been some talk of regional school districts, and some encouragement for their formation.

Michigan — Approximately 2000 districts have been eliminated in Michigan since 1912. Under the present permissive statute, school districts are being slowly but consistently reorganized. The Michigan plan is not a comprehensive, state-wide program such as is found in many other states; however, certain statutory requirements pertaining to assessed valuation and area must be met.

Minnesota — The Minnesota plan, adopted in 1947, includes provisions for county survey committees, a state commission for advisory purposes only, and final approval or rejection of the proposal by the people, with a majority vote of both urban and rural areas necessary for approval. School board members within each county decide whether or not a survey should be made, and in several counties initial action has been killed at this point. A reduction of 225 districts had been effected under the 1947 law at the time of this writing, whereas another 75 had been eliminated by consolidation or dissolution actions under older statutes.

Mississippi — Mississippi is not engaged in any particular campaign for school district reorganization, although some local consolidations have taken place in recent years.

A Struggle in Missouri

Missouri — A redistricting law was passed in 1948. County boards are created in each county, and they must submit to the State Board of Education a specific plan, for approval or rejection. Final ap-

roval is by a majority affirmative vote in the proposed new district. By October, 1949, 84 new districts had been formed, eliminating approximately 1000 component districts.

Montana — Montana made serious attempts at passing comprehensive reorganization laws in 1947 and in 1949; in both cases the bills failed to pass. Many districts have been abolished either voluntarily or because of a law which makes it mandatory to terminate a district that has not operated a school for three years. In the past 15 years, the number of districts has been reduced from 2131 to 1250.

Nebraska — The Nebraska Legislature passed a reorganization law in 1949. County committees are set up, and they may or may not make a study. The state committee is advisory only. The people vote on proposed plans, with rural and urban territory each constituting voting units. The plan is similar to the Minnesota plan, and has some of the same shortcomings.

Nevada — Nevada has no reorganization program, although local consolidations are permitted. The decision in such matters is the responsibility of the local boards of school trustees. Under this policy, there has been a gradual elimination of districts over the years.

New Hampshire — Although an existing statute permits reorganization, it is not effective. A more adequate bill was defeated in 1949.

New Jersey — New Jersey school districts have been coterminous with the municipality (city, borough, township, or town) since as early as 1902. There is a law which permits consolidation of districts, but little progress is made under the law.

New Mexico — A 1941 statute gives the State Board of Education the authority to consolidate districts within the state without a vote of the people. Districts in which average daily attendance falls below the prescribed minimum must be dissolved and attached to other districts. Approximately half of New Mexico's school districts have been consolidated.

New York's Early Plan Successful

New York — Reorganization in New York dates back to 1914, when legislation was passed permitting districts to be reorganized by a vote of the people at a special meeting. In 1925, an amendment provided additional state financial support and quotas for buildings and transportation, facilitating progress considerably. Since 1924-25, central districts have been formed eliminating almost 6000 former districts.

North Carolina — In 1923 an act was passed which provided for the establishment of a county unit of school administration, resulting in the elimination of a large majority of the small school districts. In 1933, another law requiring further re-

organization reduced the total again. At present, through the encouragement of a school building program involving \$50,000,000 in state funds, districts are again being reduced in number. The North Carolina schools are highly consolidated.

North Dakota — North Dakota's reorganization law, passed in 1947, is of the permissive type, with county committees submitting plans to a state committee for approval or disapproval, and a final vote of the people. A majority vote of both urban and rural areas is required for approval. Of the first ten plans voted on, seven were approved and three were defeated by the voters.

Ohio — In 1947, a reorganization law, largely permissive in nature, was enacted. Previous legislation (1943) had been quite ineffective. Under the 1947 law, the County Boards of Education may reorganize districts unless a majority of the qualified voters in the territory file a demurrance against it. Under this law, there has been a decrease of approximately 100 districts.

Oklahoma — The 1947 legislature declared nonoperating districts and those with an average daily attendance of less than 13 to be disorganized, and authorized the State Board of Education to annex the territory to other districts. In 1949, further legislation authorized the State Board of Education, upon receiving a petition signed by a majority of the voters in the area proposed to be annexed, to call an election in the affected area. A majority vote is necessary for approval. Approximately 2000 rural districts have been disorganized in two years.

Oregon's Plan Ineffective

Oregon — A reorganization law was passed in 1939, but it was ineffective because it permitted rejection of proposals by vote in each component district. The law became inoperative in 1941 by its own terms and was repealed in 1949 because it was no longer in effect.

Pennsylvania — A 1947 law provides that the county board of school directors shall prepare reorganization plans and submit them to the State Council of Education for approval or disapproval. If approved, the issue is submitted to the people, and a majority of the electors in each district must vote in favor of the proposals. Very little progress has been made in actual reorganization since 1947.

Rhode Island — No reorganization program is in effect, although a survey has been made involving nine towns.

South Carolina — One of the only southern states operating on the small local district plan, South Carolina has recognized the need for reorganization. A law was passed in 1949 authorizing county study committees. Although no comprehensive redistricting program is now in effect, there are indications of forthcoming efforts to improve the district situation.

South Dakota to Try Again

South Dakota — When the writer came to South Dakota in 1948, an effort was under way to promote permissive legislation, which would authorize the setting up of modified county units. The proposal was rejected by the legislature, but plans are now being carried forward for the presentation of a bill in 1951.

Tennessee — The question of school districts in Tennessee was answered more than 30 years ago. Operating on a modified county unit plan, there are 95 county systems and 53 city and special school districts. The county units are gradually absorbing the cities and special school districts.

Texas — In 1927, a law was passed authorizing the various county boards to effect changes in school district structure under certain conditions. The 1949 legislature authorized the county boards to annex districts that do not operate a school for two successive years to adjoining districts. The Texas method has produced results: 5600 districts in 1934 were reduced to 4412 in 1948, and to 2800 late in 1949.

Utah — Utah's school system has been organized in county units since 1915, in all but a few counties in which special conditions exist. At present, there are 40 school districts in the state.

Vermont — No major redistricting program is in effect in Vermont, although existing statutes (1945 and 1949) permit union district high schools and joint contract elementary or high schools to be organized. One joint contract elementary school and one joint contract secondary school have been organized.

Virginia — Virginia has had a modified county unit system since 1922, when basic legislation was passed. There are 100 county districts, 25 city districts, and approximately 26 special town districts. Towns with a population of 1000 or more may become special school districts.

Washington's Model Law

Washington — Washington's permissive legislation of 1941 has become the prototype of reorganization laws in several states. Studies prior to 1941 provided the

necessary information, and a well-planned public relations program carried it to the people. In general, the law provided for county committees, who formulated the plans, a state committee which gave leadership and assistance and either approved or rejected proposals of the county committees, and final approval or disapproval by a vote of the people in the proposed new districts. By 1945, the program had reduced the number of districts from almost 1400 to approximately 670, and 90 per cent of the children were attending school in reorganized or approved districts. In 1947, with the immediate task virtually completed, the responsibility for continuous adjustments in district structure was turned over to the State Board of Education and the State Department of Public Instruction.

West Virginia — In 1933, West Virginia adopted the county unit plan of organization. Since that time no effort has been made to amend or revise the system. The 1933 law reduced the number of districts from 398 to 55.

Wisconsin in Midst of Program

Wisconsin — In 1947, the Wisconsin legislature gave county school committees the power to order the reorganization of school districts. The order was final except that an aggrieved person could appeal to the circuit court. In 1949, the law was amended to require a referendum on a reorganization order if a county committee desires or if 10 per cent or 500 petitioners ask for an election. When an election is held, a majority vote of both urban and rural areas must be affirmative to carry. A January, 1949, report indicated that approximately 5800 districts existed at that time, which was a decrease of 600 districts since 1945-46.

Wyoming — In 1947, Wyoming adopted a permissive reorganization law which was similar, in general, to the Washington plan. Amendments in 1949 included increasing the scope of county committee plans to include proposals regarding trustee areas in reorganized districts, and the equitable adjustment of property, debts, and liabilities of component districts. The appropriation for carrying out the program for the biennium was increased from \$5,000 to \$10,000. The progress of redistricting in Wyoming has been slower than some had hoped for.

The brief sketches of reorganization activity presented here are admittedly inadequate for many purposes. It is hoped that they will give the reader a general idea of the various efforts that are being made to solve the problem of outdated school districts. In two subsequent articles, the writer will attempt to point out both the common and unique features of the redistricting statutes, and the problems that tend to be encountered in the states in which redistricting is an issue.



The H Bomb Danger —

Education's Policy for Planning and Action in Civil Defense *James M. Ridgway**

It may be assumed that the attainment of an atomic explosion in Russia has spurred civil defense planning in the United States. In the popular mind, this planning takes the shape of huge concrete shelters, specially trained technicians using complicated gadgets, rescue crews, and the selection of air-raid wardens.

Educators, however, should not overlook the fact that in any future civil defense program the schools will be vitally and heavily affected. It is within the realm of possibility that the schools might be closed for an indefinite period. It is also in the realm of possibility that the schools will have suddenly thrust upon them a host of new functions. Alert boards of education and superintendents of schools should consider these possibilities.

In this planning period, educators should contribute to and examine carefully the developing programs for civil defense. There are many reasons for this. In the first place, modern warfare inevitably involves the schools. A glance at the experience of European countries during World War II substantiates this. France, for instance, contrary to most European planning and practice at the time, left civil defense to be arranged between regional military authorities and local officials. In Paris and other metropolitan areas, gas masks were issued and schools were structurally strengthened against bomb blasts and various devices were employed to protect children against flying fragments and glass. As originally planned in Paris, the schools were to remain open, but they were hastily ordered closed when protective measures proved inadequate and a few children were killed.

The French Debacle

The evacuation program in France was somewhat haphazard from the outset and deteriorated as a means of protecting children with the advance of the German armies. For one thing, the situation in France reached a crisis during vacation time when many students were already out of town. For another thing, middle class and upper class parents arranged for the movement of their own children at their own convenience. The official program was so detailed that the head of every family knew on what train and in what seats the members of his family were to ride when need for evacuation was declared. The

trouble with such a detailed program is that the enemy needed only to knock out one train to upset the entire plan. In face of this situation, the French fell back upon their traditional policy of improvisation with a resulting confusion that was a considerable factor in the general military collapse.

The reports issued by the Strategic Bombing Survey indicate that Germany followed a policy of trying to keep the schools open. The general civil defense program in Germany was carried out under the authority of the nationalized regular police and a special corps of air defense police. At the outset of the war, the population, lulled by the publicized strength of the Luftwaffe, failed to take evacuation seriously. When the program was instituted, it was put under the supervision of the Hitler Youth. The classroom teachers and parents failed to express much enthusiasm for a program so directed. The necessities of war forced many people out of their homes, but it became largely a matter of finding rehousing in the immediate vicinity rather than following a carefully prepared plan which had as one of its aims the systematic training of the young people.

Confusion in English Plan

During 1939 and 1940, education in urban centers in England was largely disrupted. In the first instance, the schools were ordered closed. This turned such a horde of youngsters loose on the streets that there became a growing popular demand to reopen the schools. Some attempt was made to instruct small groups of pupils in their homes, but this failed to reach an appreciable number of children. After the close of the Battle of Britain, schools were reopened to older elementary students.

The British evacuation program was not compulsory and did not allow for sufficient stability to permit good planning. For instance, during the early stages of the war, it is estimated that about 80 per cent of the London school children were evacuated along with all the staff. As the war progressed and it became apparent that England could withstand air attack, the children began to drift back to their homes until the situation developed where about a half of the students and nearly all of the staffs were at one place and the other half of the students were back in town without schools.

The English evacuation program was

administered by the Ministry of Health and was closely tied to the transportation system. Originally it had been planned that the initial evacuation of children would take four days. However, in actual operation, so many parents and children failed to respond that it was possible to telescope the program into about three days. This meant that the train schedules and groups were revised so that children and other parties were set down in places other than were originally intended. Consequently, a community which had been notified to expect mothers with children under five received a group of high school students, and a community which had been expecting elementary children received young mothers.

Margaret Cole and Richard Padley, in their study of the evacuation procedure in England at the time, pointed out that the (national) board of education, which is the top educational authority in England, had no voice in making the plans yet ended up with the bulk of the work to do.

The Problem in America

In the United States during World War II, most of the emphasis relating to the protection of children was placed on structural protection. Considerable material was published on how to protect pupils from flying glass, and some west and east coast cities, early in the war, experimented with extensive drills in getting the children home in record time or in placing them in the safest parts of the school buildings.

The obligation of the schools to provide safe and protected surroundings for the children in their charge can scarcely be debated. In any civil defense program it can be assumed safely that the school will be expected to discharge this obligation. Certainly in a national emergency when civil defense is at the action stage, great stress will be placed upon the protection of children, the seed of the nation. If past experience can be used to indicate future action, it can be safely assumed that the plans now being drawn will affect for good or evil the education of a whole generation of school pupils.

Granting that civil defense will affect the schools and the children who attend them, the question becomes, "What part should organized education play in the civil defense program?" In considering this question, one must guard against making the easy assumption that civil defense is a federal function. Civil defense is indeed a

*Chairman, Department of Education, Carroll College, Waukesha, Wis.

national problem, but on the operation and action level civil defense is a state and local matter. Fires must be fought where they begin, and children must be protected where they stand.

School Co-operation Needed

It appears that there are three general factors which educators should keep in mind in this period of civil defense planning. First, school systems possess information and "know-how" concerning children which will be of tremendous value to official planning groups. Second, civil defense will require a vast training and public information program in which the schools may legitimately be expected to co-operate, in that teaching is their business. Third, since of necessity school systems will be brought into the plans eventually, they should seek or, if need be, demand a responsible voice in the councils planning for civil defense.

Acting on these three general concepts on the state level, it appears obvious that the state department of education should be represented on each state defense council. Second, as the crisis nears, the state department of education should prepare

the state education system to do the following four things:

1. Remain intact during the emergency
2. Co-operate with other agencies in a vast training and public information program
3. Co-operate in aiding individual schools to be made as safe as possible
4. Assume direct responsibility for the emergency dispersion of populations from threatened areas.

Duty of Local Boards

Specifically, on the local level, boards of education and superintendents should be represented on local defense councils. Further, if the school system is located in a threatened area, it should be prepared to evacuate children and other specified categories to less dangerous areas while retaining full and direct control of school buildings. (Civil defense authorities seem to like school buildings for communication centers, emergency hospitals, storehouses for the belongings of bombed-out families, and general office purposes. The record of the commandeering of school buildings in London is rather amazing.) If located in a "safe" area, the school sys-

tem should be prepared to receive evacuees and to expand school facilities and services overnight to accommodate roughly twice the normal load of students. The expanded services, of necessity, will include the provision for housing, feeding, medical care, recreation, liaison with the home community, and, of course, education. Finally, even if located in a less dangerous area, the responsibility remains to make school buildings and facilities used as schools as safe as possible for the children.

This is a huge order, but World War III, if it should come, will be a fight to the finish; and in view of the size of the major powers that may be involved, it may last a long time. War or no war, children grow and develop and should be guided, directed, and instructed. Since the schools have considerable experience in dealing with large numbers of people; have relatively large and definitely trained staffs; possess a share of the public's trust and confidence; and since in a great emergency schools may be closed anyway or at least normal education cannot be carried on, it appears that organized education cannot avoid, even if it would, a large share of responsibility for civil defense in operation.

For School Authorities —

Tobacco—Our Most Irritating Problem

*Don R. McMabill**

School board members — trustees for a nation that annually collects more than two billion dollars in liquor taxes — have not had much difficulty in taking a definite stand on alcohol. Bars, as such, simply do not exist in America's school buildings . . . despite their easy popularity in Washington, D. C. But it seems that public opinion is making "the tobacco menace" one of the most irritating problems that confronts trustees and administrators alike.

Internal revenue collections from tobacco — primarily on "small cigarettes" — average about half the total amount extracted from liquor consumers. Both promise to yield an annual five billion dollars to the Treasury of the United States.

A good bit of this money eventually trickles back to school districts in the form of federal subsidies and aid. From an extremely practical and sociable viewpoint, it might be said that the consumption of alcohol and nicotine should be encouraged by school heads, since it provides a pleasant source of revenue. Good citizens may

do a great deal of complaining about their taxes, but they seldom rise up in a body to challenge the excise expense that is added to their cigarette and highball pleasures.

Disregarding moral and cultural arguments, this type of tax is almost foolproof — politically. Attractive as it might seem, however, to board members hard pressed for funds, there is always that decent obligation to give tobacco the same negative treatment that alcohol gets in our public schools: suppression through education.

Where Guidance Falls Flat

By law in many states, teachers must give specific attention to the evils of these two issues. The approach, since the early days when Hamilton launched his first colonial excise tax on liquor, has been a unique combination of emotional appeals and intellectual arguments — quite sterile, almost fruitless. Many ignorant persons, of course, have incorporated superstition with zeal, both in the schools and in the churches. Their ambitious attitudes probably have been of some value, say on pri-

mary levels; however, such restraints are seldom necessary during the early years. The smoking problem usually reaches its first crisis stage at whatever point in growth the child sets out to imitate his elders, the tobacco consuming ones. While an occasional three-year-old boy and his cigar will receive national headlines, most rural teachers will name the fifth grade as "the beginning." Here for the first time, guidance falls flat on its face in attempting to keep the child from puffing experimentally on corn silk in rolled newsprint. City teachers of grade five concur — but include the "snipe" purloined from a handy gutter.

Nature's Control Violent

Mother Nature lends some beautiful controls here — her own way of supplying a substitution for the outmoded razor strap: "There is great nausea and feeling of sickness and vomiting. The skin becomes cold and clammy and covered with cold perspiration. The eyes become affected, the vision is blurred. The pupils are contracted at first, and later are dilated. The pulse

*Omaha Technical High School, Omaha, Neb.

becomes weak, and there is faintness and collapse."

Those lines from a standard home medical reference will help the school board member to identify nicotine poisoning, should he happen on the school premises at such an unhappy time.

(The treatment recommended is almost as harsh as the attack itself: "Give an emetic, and then a dose of epsom salts or castor oil. Strong tea should be given frequently. Nicotine has a paralyzing effect on the heart, which must be stimulated. Strychnine should be given hypodermically. Brandy (!) or aromatic spirits of ammonia should also be given. . . .")

At that point, experienced teachers check the toilets twice as often, both for smoking and for the more obvious hazard of fire. School supply salesmen, who know much more about little boys and girls than they admit, find this an excellent time to sell waste cans that are especially designed to smother cigarette fires. The habit has made its start, and there doesn't seem to be much that can be done about it from here on.

Where Public Opinion Fails

Since there is now no accurate way to estimate how many boys, and girls, arrive at adulthood without at least sampling the evils of tobacco, this might provide an invitation for graduate study. Crude observation, of course, tells us that an enormous number of people use tobacco — and that a similar number of children try to imitate them.

School boards have been forthright in their efforts to legalize controls. There is profound public sentiment behind them that supports suppression of alcohol. There is, on the other hand, no crystallized opinion against tobacco, and classroom teachers readily admit their inability to support and enforce moral and civic laws here. Every known technique has been attempted — from school suspension to logical argument, such as that released by *Reader's Digest* with remarkable regularity. No specific degree of success can be claimed.

For every pro argument, there is a denial. For every hero who does not smoke, there is another champion who does. For every bit of medical evidence, there is prompt refutation by authorities of equal status. For every school board member who does not smoke, there is a superintendent who does. This is not written to discredit either, but rather to indicate the enormity of the decision children must make on the basis of terrible odds against temperance and nonparticipation.

They Let Up on Tobacco

Every high school athlete knows that smoking does ruin his stamina. So he lets up on cigarettes . . . in training.

The young Golden Gloves boxer gasps for breath in an auditorium fogged by tobacco smoke. The amateur hockey star

sits out his two-minute penalty in a rink-side haze. Is it any wonder that these young men eventually turn to cigarettes as a natural, social privilege? In a sense, they have earned, through their competitive restraint, a right to share the glories of adulthood. To the victor . . .

Representative Walter K. Granger, of Utah, is asking a committee to make a thorough study of the tobacco and cigarette problem, with emphasis on —

1. Effects of the use of tobacco on the moral, mental, and physical health of its users;

2. The advertising and selling methods and practices of tobacco interests;

3. The use of cigarettes as a contributing cause of juvenile delinquency.

Congressional inquiry will yield more laws. But where is the Representative or school board member who will attempt to confiscate the cigarette pack from each boy and girl, each day of the school week, in schools of 100? Of 1000? Of 5000? Or pay the salaries to additional principals, teachers, custodians, or policemen it would take for this type of supervision?

School employees themselves are often urged to live "normal lives," but find it difficult to reconcile classroom attitudes with personal habits. Society seemingly accepts the smoker. This is 1950. And many school board members use tobacco. Yet we find teachers generally retiring to the school boiler room for their social activities and "normal lives."

The Public Relations Aspect

A fractional number of school systems, all of them in major cities, do provide smoking rooms and lounges for the faculty. And another split-fractional number, in major cities again, have arranged such rooms for senior students. But the stereotyped tradition holds fast. Teachers should not smoke, else how can they instruct their charges without appearing to be hypocritical?

The public-relations aspect is crushing. . . .

Should school rules against smoking be enforced when the building is open for general public events?

Is it good grace for the superintendent to ask his evening visitors at Parent-Teacher meetings to refrain from smoking?

What does an intelligent superintendent say to a school board member who smokes on school premises?

At nonschool affairs, when facilities of the building are rented, do the "No Smoking" rules hold? Don't these same crowds use cigarettes freely in the lobbies of theaters . . . and their churches?

Here is a public-relations challenge so complex, so awfully important, that it cannot be ignored.

Benjamin Franklin once suggested that a good carpenter, in fitting two boards together, "saws a little off each board." If a compromise served so well in uniting this Nation in a time of crisis, then it may serve again in solving this problem that haunts all sincere school executives, their teachers, and their scholars, male and female.

Perhaps distinction should be made between those students who gain parental permission to smoke, and those who do not.

Perhaps school employees and board members, as adults, merit certain social privileges not accorded the student.

Or, if the correlation between the rising incidence of lip-lung cancer and the phenomenal sale of cigarettes turns out to be a medical truth, then educators should perhaps enforce existing laws to the fullest extent — and ban all tobacco users to the outside world, and their ultimate fate. Here is no compromise, no salvation.

Until these medical charges and countercharges are more accurately determined . . . just what is your own school policy on smoking?

If you have none, it will become all the more irritating as you neglect it.



The Milford, Connecticut, Board of Education in Session. Left to right: John J. Nowicki, chairman; Mrs. Charles Goetz, chairman of teachers' committee; Alfred R. Wolff; Rev. Robert C. Lamar.

Election at Large Is Best—

Methods Used to Nominate and Elect Local School Boards

*Roald F. Campbell**

In Utah, where there are but 40 local school districts, local school board members are nominated and elected by precincts or subdivisions of those districts. This practice makes a board member responsible to the precinct from which he is nominated and elected instead of to the entire district. Perhaps under these circumstances it can be understood why some board members resist legislation designed for the welfare of the entire district. In other words, as recent examples suggest, this procedure would seem to promote rather than diminish localism.

With 33 states¹ now having or establishing reorganized, consolidated, or county school districts, there seemed to be merit in ascertaining just what practices were being followed in each of those states in the nomination and election of local school board members. Moreover, it seemed desirable to secure the judgment of competent people in each of the 33 states regarding the merits of the plans in operation.

With these two purposes in mind a brief questionnaire was mailed to five representatives in each of the 33 states. These representatives were: the chief state school officer, the secretary of the state education association, a professor of educational administration, a superintendent of schools, and the secretary of the state school board association. Since there were no state school board associations in four of the states, inquiries were addressed to 161 persons. From this group 141 replies were received. From no state were fewer than three replies received.

The Four Methods Analyzed

As these returns were analyzed it became clear that the methods used to nominate and elect, or otherwise secure local school board members, could be grouped into four categories each of which is discussed below. It should, of course, be clear that states with no reorganization or consolidation programs were not included. Moreover, city districts even in the 33 states under consideration were not included unless the provisions governing reorganized, consolidated, or county districts also applied to cities. In other words, the findings

reported here pertain to practices found in the reorganized, consolidated, or county districts of 33 states.

In 18 of the 33 states local school board members were nominated and elected from the district at large. The states following this method are shown in Table I. Respondents in 17 of these 18 states in-

TABLE I
States in Which Reorganized School Districts Use Each of Four Methods for the Nomination and Election of Local School Board Members

Nominated and Elected at Large	Nominated by Precinct Elected at Large	Nominated and Elected by Precinct	Other Methods
Alabama	Florida	Kentucky	Georgia
Arkansas	Idaho	Louisiana	Indiana
California	Washington	Oklahoma	Maryland
Illinois	West	Utah	North
Iowa		Virginia	Carolina
Minnesota			Oregon
Missouri			Tennessee
Montana			Virginia
Nebraska			
New Jersey			
New Mexico			
New York			
North Dakota			
Pennsylvania			
South Dakota			
Texas			
Wisconsin			
Wyoming			

dicated that the method was a satisfactory one. In Alabama and Pennsylvania, one or more of the respondents said that the election should not be a part of the general election for regular political officers. Otherwise these respondents thought that the method was a satisfactory one. In Wyoming, where additional reorganization is being sought, it was thought that the method of nomination by precinct and election at large might encourage consolidation.

As may be noted in Table I, four states followed the plan of nomination by precinct and election from the district at large. This procedure seemed to be satisfactory in three of the four states. One of the respondents from West Virginia gave as his judgment that procedure of nomination and election at large was superior to local practice. Respondents from Virginia expressed again the desire that the school board election be dissociated from the general election. Significantly, the method of nomination by precinct and election at large has been adopted very

recently in Florida, Idaho, and Washington where large scale reorganization movements have been under way.

Election by Precinct Unsatisfactory

In Kentucky, Louisiana, Oklahoma, and Utah local school board members were nominated and elected by subdivisions or precincts of the school district. In none of these states did the respondents believe the practice to be satisfactory. Respondents in Kentucky believed that their next step was nomination by precinct and election at large. From Louisiana came the suggestion, from some respondents, that the election should be by the parish district (county at large). Oklahoma had a proposal before the last legislature to retain nomination by precinct but make election by the district at large. Respondents in Utah were of the opinion that the same change should be made there.

A variety of methods for the securing of local school board members were followed in the remaining seven states. In Georgia local board members were appointed by the grand jury, a practice not favored by respondents. In Indiana a township trustee for each township was elected on the regular political ballot. This practice and the extent of reorganization both seemed unsatisfactory. Local school board members in Maryland were appointed by the governor. Some of the respondents considered this practice highly unsatisfactory. The legislature of North Carolina appointed the local school board members. Respondents from that state indicated no dissatisfaction, but one wonders how schools remain close to the people under those circumstances. Reorganization, which has just begun in Oregon, has created such a variety of procedures that no appraisal can be secured. In Tennessee county board members were appointed by the county court. Respondents thought they should be elected. Still another practice was followed in Virginia where county board members were appointed by county electoral boards who were in turn appointed by the circuit judges. While respondents expressed no dissatisfaction remoteness from control by the people would seem apparent.

The Conclusions Summarized

As the practices for the nomination and election of local school board members

*Head of the Department of Elementary Education, University of Utah, Salt Lake City.

¹Wochner, R. E., "School District Reorganization Activity in the United States," AMERICAN SCHOOL BOARD JOURNAL, 117 (Sept., 1948), 25.

and the judgments regarding those practices are reviewed certain conclusions seem evident. They follow:

1. The first two methods — nomination and election at large, or nomination by precinct and election at large — were used by 22 of the 33 states, and nearly all respondents considered these methods satisfactory.

2. The only real dissatisfaction found with these two methods pertained to their being tied into the general political election. This is a condition which need not exist. This aspect of the problem should receive further examination.

3. Many of the respondents were dissatisfied with the operations of methods three and four. Method three — nomination and election by precinct — was not thought satisfactory by respondents in any of the four states where it was found. While method four was the miscellaneous category, in five of the seven states grouped there, local board members were not elected but appointed. Most respondents in these states favored changing the procedure to one of election.

4. There seemed to be a feeling among respondents in states where reorganization was recent or still under way that the

process might be more readily accepted if nomination by precinct were retained. In each case, however, election at large was thought best.

5. The lesson found in the experience of the states seems clear. States now found in categories three and four should probably revise their methods for the nomination and election of local school board members. Nomination either by precinct or the district at large seems satisfactory. Election, however, should be by the district at large. Such a practice would probably help local board members appreciate their district wide responsibility.

For Better School Work —

Co-operative Group Life Insurance for School Employees *E. Carlton Abbott**

Should a School Board Help Its Employees Secure Group Life Insurance on a Co-operative Basis?

The answer to this question depends upon the philosophy of the school board, whether a plan can be developed which will meet a real need of the employees, and whether the cost of the plan is within reasonable limits.

The Lansdowne school board at a recent meeting adopted a new co-operative group insurance plan offering term life, paid-up life, and accidental death and dismemberment insurance to all employees.

Typical comments from board members, teachers, and townspeople concerning the new plan were:

Board Member: "This plan will help to show our employees that we are interested in their welfare. It will help to develop good board-employee relations."

Teacher: "The new co-operative group insurance plan has helped me secure protection I would otherwise not have had. In this plan, a teacher has much to gain and little to lose."

Businessman: "The Lansdowne school board is to be congratulated on the adoption of its new co-operative group insurance plan. By sponsoring this plan the board is following the lead of progressive business organizations in their attempts to provide insurance protection and saving benefits to employees at low cost. Other school boards should follow this example."

The Original Plan

If the point of view taken by the board is that employees do better work where they have reasonable financial security and that group insurance helps to provide a degree of security that the employee might otherwise not be able to afford, the expenditure of district funds for this purpose

SCHEDULE OF INSURANCE							
Insurance Class	Classification		Life Insurance		Accidental Death and Dismemberment Insurance		
1	Administrative employees		\$2,500	1,000	\$2,500	1,000	
2	All other employees						
Employee Contributions							
Insurance Class	Life Insurance	Accidental Death and Dismemberment Insurance	Total Weekly Contribution	Total Monthly Contribution	Total Yearly Contribution		
1	\$.75	\$.05	\$.80	\$3.50	\$42.00		
2	.30	.02	.32	1.40	16.80		
Total Cost to Employee and District							
Number of Employees Joining	Total Amount of Life Insurance		Total Amount of Accidental Death and Dismemberment Insurance				
78	\$88,500		\$88,500				
Type of Insurance	Paid-Up Life Insurance	Total Premium Monthly	Total Premium Monthly	Employees' Share	District's Share		
Paid-Up Life Insurance	\$1.30 per \$1,000	\$115.05	\$115.05		
Term Life Insurance	1.084 per \$1,000	95.93	95.93	\$95.93	
Accidental Death and Dismemberment	.10 per \$1,000	8.85	8.85		
Combined Totals		\$219.83		\$123.90		\$95.93	
Initial Annual Cost to District		\$1,151.16					

can certainly be justified. Few employees are able to save from their salaries an amount sufficient to buy adequate insurance either to protect their dependents or to provide future savings. Accordingly any plan which will provide more adequate protection and savings for future requirements will meet a definitely felt need on the part of custodians, clerks, teachers, administrators and any others who comprise the full-time staff of employees, and deserves consideration from the board as a desirable personnel policy. If the cost of such a plan is less than \$15 per year per

employee to the district, it should be considered within reasonable limits.

For ten years the Lansdowne school board has co-operated with its employees to provide group life insurance. The plan provided a \$1,000 term life policy with a \$1,000 supplementary policy covering accidental death and dismemberment for all employees except administrative officials whose policies were written for \$2,500. The board and the employees contributed at the rate of \$8.40 each per \$1,000 of insurance. The rate for employees remained constant at \$8.40 while the board benefited

*Superintendent of Schools, Lansdowne, Pa.

by premium reductions. The plan required a membership of 75 per cent of the base group of 100 employees.

Plan Loses Appeal

It soon became apparent that this arrangement was not particularly appealing, especially to the elementary teachers, many of whom were teaching only until such time as they married. They were not interested in investing \$8.40 a year with no return unless they died or were dismembered during the year. In a short time the base number of employees was changed, eliminating the elementary group, so that the required 75 per cent membership could be maintained among the other employees. However, as the older employees left, the number of participants in the plan continued to drop. Newcomers failed to join. This was particularly true of the G.I.'s who retained their National Life policies and were not interested in additional insurance unless an investment aspect accompanied it. The number of employees participating reached a low point of 34 of a total of 65 eligibles, and the policy was canceled by the issuing company.

The problem of group insurance was thereupon restudied by the superintendent of schools who consulted the board's insurance counselors and asked them to study all group plans and to recommend one which would more adequately meet the needs of the district.

The plan which was recommended contained some of the same features included in the old plan. It required 75 per cent membership of the employees and provided term life insurance of \$2,500 for administrators and \$1,000 for all other employees with accidental death and dismemberment in like amounts. In addition it provided paid-up insurance in an amount equal to the contribution of each employee granting him an option to withdraw the full amount of his contribution with interest at 2 per cent after five years, upon termination of employment.

This plan was presented to all employees in the Lansdowne district and was enthusiastically joined by 78 of the 101 eligibles. Under the new plan, each person felt that he was really making an investment of the money he contributed (\$1.30 per month for a \$1,000 paid-up life policy) since he could withdraw the entire amount upon termination of employment. Then, too, he was favorably impressed with the attitude of the board, which was willing to pay for his term insurance.

If normal conditions of turnover exist, the cost to the district will be reduced 65 per cent over a 20-year period.

The school board has adopted the policy that all new employees shall be notified of this insurance plan and that they shall be urged to join upon acceptance of an employment contract.

The employee contributions are deducted from salary checks each month.



Administrative officers and members of School Board, Ottumwa, Iowa. Left to right, seated: Dr. Gerald W. Loerke, president; C. D. Evans; Joseph Ferguson; Mrs. J. L. Hart; Frank W. Douma, superintendent. Left to right, standing: Leslie Thompson; Leighton Smith, secretary; Dr. Harry Wing; C. A. Comer; David Jay.
Photo courtesy Superintendent Frank W. Douma.



The West Haven, Connecticut, board of education has a comprehensive program of education underway. Seated, left to right: Frank Gallagher; Julius A. Dahlgard, secretary; Stephen B. Drake, vice-president; Harry M. Bailey, president; Fred A. Weber; F. Kirby Broderick. Standing: Melvin E. Wagner, assistant superintendent of schools; Seth G. Haley, superintendent of schools.



The Great Neck Board of Education, Great Neck, New York. Left to right: Ralph S. Bailey; William M. Larrabee; Mrs. Charles Mellor, president; Miss Margery Griffin, district clerk; Max J. Rubin, vice president; Mrs. Dwight Simmons; and Dr. John L. Miller, superintendent of schools.

Model Classroom Relighted for Second Time

*Willard Allphin**

Lighting engineers like to believe that they are pretty modern, and they frequently feel like missionaries in the school plant field as far as lighting is concerned. However, educators sometimes turn the tables by going more "modern" than the engineers.

A case in point is the Bowditch Model Classroom in Salem, Mass., which was relighted and refurnished four years ago by Sylvania Electric Products and which has been visited by architects, engineers, and educators from many states. The room was one of the first in which the visual environment was completely controlled by the use of light-colored paints, flooring, furniture, and chalkboards.

The illumination was partly directional in character, being based on conventional seating, with all pupils facing the front of the room. The predominant direction of light was downward and forward, with fixture surfaces of relatively low brightness toward the eyes of the pupils.

This system served very well so long as the pupils faced the front of the room, but school authorities have recently rearranged the room for group teaching, which means

*Chief Lighting Engineer, Sylvania Electric Products Inc., Salem, Mass.

that pupils face in three directions. The room has now been relighted with shielded direct fluorescent fixtures, giving uniform illumination over the room and with no directional effect.

The new installation requires the same wattage as the previous one, but supplies a maintained illumination of 42 foot-candles as compared with the previous 30.

(Concluded on page 84)



The classroom in 1944 with directional lighting.



The lighting as remodeled in 1949 for the activity method.

An Effective Program of Remedial Reading

M. Virginia Biggy and Ralph D. McLeary***

There are three general points of view regarding remedial reading practice, all based upon agreement that individual pupils differ greatly in their native abilities and in their growth potentialities. Each stems from the premise that special attention should be given to pupils who do not make satisfactory progress in reading within the framework of the regular program of instruction.

One group assumes that special attention to the individual should be given only by the classroom teacher, implying that every classroom teacher should be sufficiently trained in diagnostic and remedial techniques so that specialized individual instruction can be had within the regular classroom. Another school would parcel out the pupils needing adjustment, putting them in a separate class taught by a specially trained teacher. These points of view are diametrically opposed with relation to the pupil's need for association with those with whom he would normally be involved in learning activities and social interaction. In one case the pupil is always kept within his regular group; in the other he is always removed from it and grouped with pupils who, like him, need special attention.

The third point of view recognizes the many values in keeping the individual pupil as much as possible with his regular class group, but at the same time recognizes that in general the regular classroom teacher is not, and cannot be expected to be, qualified to give clinical assistance to all pupils who need it. This point of view specifies that the pupil will remain with his regular class group and participate in all or almost all of the activities of that group, but that he will be taken from the class for short periods from day to day for individual, or very small group instruction. This instruction is provided on a clinical basis by remedial reading specialists, according to need and for as long as the need exists. It is presumed that for instruction in reading, the regular class group will be subdivided into small teaching groups on the basis of progress in reading. The remedial reading program in Concord, Mass., which is described in this article, is based upon this third point of view.

General Considerations Regarding Purpose

In all efforts relating to the treatment of pupil deficiencies, difficulties, or maladjust-

ments there are two logical concurrent purposes. One may well be described as preventive, the other as corrective. Neither, alone, can ever be the basis of a fully satisfactory and effectively functioning program.

The remedial reading program cannot function properly as a narrowly conceived adjunct to the school program. It can work only as a part of a broad, well-supported, well-staffed, and carefully organized child adjustment effort which is an integral part of the over-all pattern of school activities.

Because of the wide variance in types and causes of reading difficulties, it is necessary to attack this problem with emphasis upon the traits, capacities, abilities, and needs of each pupil as an individual. Minor readjustments in the procedure of the classroom teacher can clear up many of the simpler problems. On the other hand, there are a surprisingly large number of pupils for whom the marginal time of the classroom teacher and the amount of special training she may be expected to have will not suffice. It is, therefore, necessary to set up a program so organized that all evidences of failure to progress satisfactorily in reading will be studied, and that those pupils who need specialized individual attention beyond the scope of effort of the classroom teacher will be distinguished from those who can be cared for by the classroom teacher herself.

Staff Organization

Remedial reading is a function which requires the services of an adequate number of well-trained people. This requirement is met in Concord through the use of the afternoon time of the kindergarten teachers, under the direction of a full-time specialist who serves as a Director of Remedial Reading and Child Adjustment. The Concord schools are organized with kindergarten classes for all children and with each kindergarten group meeting only in the morning. Each afternoon the kindergarten teacher is free to devote her time to individual work with pupils needing attention for reading or other difficulties. Of course it is necessary that the kindergarten teacher have some special training, but inasmuch as the program is headed by a director with highly specialized preparation in this field, who is thus able to carry out the diagnosis and prescription of remedial work in the more baffling cases, it is not absolutely necessary that the kindergarten teacher be a high-level expert. Training in the giving and interpretation

of individual and group tests, in the theory of reading instruction, and in diagnostic and remedial techniques related to reading make up a minimum program which can be acquired by any kindergarten teacher through a reasonable amount of in-service study. All this fits in very closely with the mastery of reading readiness work essential to any kindergarten teacher.

An organization of this nature also solves a number of other problems. Since a public school kindergarten session is usually only one half of a day, either a kindergarten teacher must teach two sessions, or some other work must be found for her in the other half day, or she must be paid on the basis of a half-day's work. Afternoon sessions of kindergartens are of course quite common, but most educators will admit that they are a concession to the difficulty of finding enough kindergarten rooms or enough kindergarten teachers and that they are not entirely satisfactory.

Referral Procedures

The guidance and adjustment work in Concord provides for referrals initiated by the teachers. In the elementary grades these referrals are routed through the principal to the director of remedial reading and child adjustment. On the secondary levels they are routed through the principal to the director of guidance. Close articulation is maintained between the two areas, partially through the arrangement whereby the director of remedial reading and child adjustment is a member of the guidance committee.

The teachers have been encouraged to refer *any* child because the purpose is to cover all phases of child adjustment and it is essential that the classroom teacher realize that the program is organized on that basis. An intangible control of the number of people referred is maintained by virtue of the fact that the referral form is so planned that the teacher must know certain features about the child and must have herself tried such remedies as would be expected of her before making the referral. Otherwise she cannot adequately fill out the form.

Report Forms and Reporting Procedures

The director of remedial reading and child adjustment is responsible for the proper study of each case. This study and the tests which are involved are carried out and administered either by her directly or under her direction. A report of the study, made in triplicate, includes the test results

*Director of Child Adjustment.

**Superintendent of Schools, Concord, Mass.

and all other pertinent information together with the diagnosis of the problem and recommendation for remedial work. If it is a case which, on the basis of the knowledge obtained from the diagnosis, can be cared for by the classroom teacher, the child will receive no special help outside the classroom, but will stay in the class where he will receive special attention from the regular teacher. The recommendation for remedial work as received by the classroom teacher will be accompanied by special materials, mimeographed or printed, carefully worked out, with full directions for their application to the situation.

This does a number of things. First, it convinces the teacher that the organization is trying to adjust the child and that the case receives prompt attention. It also makes clear to the teacher the part which she can play either in handling the situation alone or in co-operation with those who give special attention when individualized treatment is prescribed. In cases where the situation can be and is handled by the classroom teacher the fact that she is able to do the work may be a boost to professional morale. The operational phase of the program also provides an excellent in-service training program for the classroom teachers. Hence, this work is both corrective and preventive.

Diagnostic Procedures

The responsibility for the solution of each problem lies in the hands of the director of remedial reading and child adjustment. After a study of the recent data pertaining to the child she will carry out her investigation in whatever way seems to be indicated by the available information. She will talk with the classroom teacher and will interview and study the child in direct person-to-person contact. She will gather together all available information in relation to the child's interests, progress, intelligence, personality traits, and previous difficulties, if any. At some period during the study she may talk with the parent. New tests and retests will be given. An individual mental test is always in the picture. In most cases the results of a Binet test are in the records, but a retest may be indicated. Special tests of reading achievement and of reading capacity, retests of vision and hearing, and many other types of examinations are applied as seem to be indicated.

Remedial Procedures

The remedial work may be carried on in a number of different ways. In some cases the situation is one which the director wishes to handle personally outside of the classroom. In the majority of cases where specialized individual instruction is desirable the child is assigned to one of the afternoon instruction periods of the kindergarten teachers. In either situation

the child is out of the classroom for only 15 to 30 minutes each day or every other day. It is evident that with a staff of this type and with this service, the level and scope of remedial work can be adjusted in a very flexible manner. As already indicated, in the less difficult situations the remedial work may be carried on by the classroom teacher, either with or without direct supervision by the director.

Scope of Efforts and Results

It has been found to be true that in the majority of cases properly designed individualized instruction, over a period ranging from a few weeks to a few months, makes it possible for the pupil to bring up his reading progress so that he can continue with his regular group without further aid. Actually, of course, there is a careful and continuous follow-up on all cases which have once been restored to classwork. As the remedial instruction in one case is completed, another case can be assigned to the remedial teacher.

When a program of this sort has been in operation for a considerable length of time, most of the cases can be cared for fairly expeditiously at the point of origin of the greatest number of difficulties, namely the primary grades. Always when a program of this sort is first established there is bound to be a very large backlog of reading difficulties spread through all the elementary grades and into the high school. In the beginning, the temptation must be resisted to spread the activities of the remedial staff over all of the grades. If this is done it will be impossible to keep the backlog from continuously building up.

It is not envisaged that a program of this sort, limited entirely to the elementary grades, will be completely adequate. Therefore, it must be expected that provision will have to be made for remedial reading work within the secondary school levels. A program for this phase of the work has already been established in trial form in Concord.

Readjustment to Regular Class Progress

Periodically during the administration of the remedial work tests are given as an evaluation of the remedial techniques. When these tests show that the child is ready to carry on his regular classwork without further assistance the individualized treatment is ended. The tests are kept in the remedial file along with such other data as will show the course of the remedial treatment, the materials used, the books read, and so on. Since the pupil has regularly been in his own class group while the remedial work has been carried on and since the classroom teacher is kept continuously informed of the special work, it is possible for her to pick up the pupil where the special individual instruction leaves off. This close contact is essential if the remedial work is to have any perma-

nent effect. Furthermore, the avoidance of complete removal of the child from his regular class makes a major readjustment to the class situation unnecessary.

Values

Among the values which can be enumerated for a remedial program as outlined here are the following:

1. The child who will need special treatment is not separated completely from his associates within his regular class group. He is taken out only for short periods of time which need not interrupt his regular work and he has the advantages of continuous association with his regular teacher, his classmates, and the work which is being carried on in reading and in other subjects within the class.

2. Since this work is carried out on a clinical basis without relation to a particular difficulty, there is no stigma attached to the program, or to the individual who is being treated, as is often the case when those who require special help are banded together and completely separated from their regular classes.

3. The use of kindergarten teachers as a remedial reading staff has a number of advantages. One of these is that it makes a complete program for the day for the kindergarten teacher without requiring double sessions in the kindergarten. Another is that the kindergarten teachers have already had in their classes the pupils who are affected by this remedial work and very often a particular kindergarten teacher has had exactly the same individuals who are assigned to her for assistance.

4. Since the classroom teacher is involved in the process she becomes more and more able to detect situations requiring clinical assistance before they have progressed too far and also becomes able to distinguish the ones which she can handle herself and to develop the ability to take care of them. This is another way in which the program is preventive in nature.

5. Since the emphasis is upon specialized diagnosis on an individual basis there is a much greater chance of finding the proper remedial work and putting it into effective action than where the emphasis is upon setting up class groups of pupils having reading difficulties. In this latter type of situation these groups are often flooded with those who are merely slow learners.

6. The program is effective in overcoming reading difficulties because it provides enough time of skilled personnel in relation to the load of cases.

7. By restoring reading achievement for each pupil more closely to the level of his reading capacity, it not only makes for better learning, but serves to cut off at the source many cases which, if untreated, would result in serious maladjustment to the school situation.

A County Plan for Purchasing School Supplies

John F. Montgomery and D. D. Harrah***

During the past three years the school executives of Greenbrier County, W. Va., have used a definite plan for the purchase of educational supplies and equipment. The procedure as set up has sought to provide the answer to two problems: (1) how to buy supplies most economically; (2) how to reduce the time required for making the purchases.

Greenbrier County has 73 one-teacher schools, 30 graded schools, and 12 high schools. There are 351 teachers and principals, a superintendent, one assistant superintendent, two supervisors of instruction, a director of transportation, a director of maintenance, a director of attendance, a financial clerk, and stenographic help.

The administration of the county schools is centered in Lewisburg where the board of education has an office building, a central warehouse for supplies, books, etc., and a garage.

The responsibility for purchasing supplies for the entire county rests with the superintendent or with persons to whom he may delegate such responsibility. In this county the superintendent shares this responsibility with his assistant and with the director of maintenance, allowing them to attend to practically all the details of actual purchasing.

How to Buy Supplies Economically

The first problem in connection with the purchase of supplies is that of economical buying. This does not mean the purchase of the cheapest articles on the market but rather the most advantageous purchase of the supplies best suited for the immediate educational purpose. In a county like Greenbrier the variety of supplies needed makes it impractical, if not impossible, to set up permanent specifications and testing facilities for the various items. In lieu of such an elaborate procedure, it has been the policy to collect samples whenever feasible and to encourage the companies to demonstrate the effectiveness of their products.

Although the plan adopted in Greenbrier County is not strictly dependent on the lowest bids, it accomplishes the same purpose and at the same time leaves the purchaser free to choose according to quality as well as price. Each firm desiring to submit quotations is furnished a complete list of the items to be bought for the next school year. Quotations are submitted on separate items so that purchases of the articles may be made without respect to other items.

How Reduce Time Required for Purchase?

With offices located at the junction of two main highways, the county superintendent and his assistant found themselves up to three years ago almost constantly harassed by sales-

men. Much valuable time that should have been devoted to the instructional program and to administrative policies and procedures was being consumed by these persons. In self-defense it appeared necessary to devise the following plan to lessen the time required for interviewing salesmen in connection with the purchase of supplies.

Annually, during the first week of February a complete inventory of supplies is made in all schools and in the warehouse. Comparing with the purchase orders for the current year, a list of anticipated needs for the next school year is compiled. This list is studied for possible additions of entirely new needed items and is then mimeographed and mailed to all firms from whom previous purchases have been made and to all firms that have indicated a desire to submit quotations.

A letter also goes to each firm giving specific directions as to the submission of quotations and indicating a ten-day period to be set aside for the interview of salesmen. During this ten-day period, which is usually set during the month of March, the assistant superintendent and the director of maintenance receive and interview all salesmen.

No purchases are made during this period. Quotations are received and filed for further study. No further time is devoted to salesmen except to inform inquirers what orders have been issued and to whom the contracts have been awarded. For each purchase a statement of justification is prepared and placed on file.



The administrative offices occupy a substantial old house. Newly constructed warehouse and garage are in rear.

Deliveries by School Truck

As a rule, the contracts let in March are intended to include all materials needed for a full school year. Emergency purchases are made at any time on the basis of quotations from two or three reputable firms. The annual purchases are received in the central warehouse and delivered to the several schools by the county supply truck prior to the opening of each school term. Occasionally teachers and principals pick up additional needed articles at the county office, but for the most part emergency deliveries are made by the truck.

The plan has made economical buying a reality. It is a great timesaving scheme for the county superintendent and members of his staff and maintenance force. It has been well received by salesmen and their companies. It relieves, in fact practically eliminates, pressure sales tactics.

We Passed a School Bond Issue

*Alvin T. Stolen**

The voters of Duluth, Minn., have passed a school bond issue of \$3,000,000. This statement, in itself, deserves a newspaper banner. It is especially newsworthy in the fact that the margin was 16,284 to 4789 for the issue, every one of the 75 precincts in this 30-mile long city voting in favor of it. The action is even more remarkable when one considers that in 1946, Duluth voters vehemently turned thumbs down on a proposed \$2,500,000 bond issue.

What caused the change of heart? The answer is simple: Education of the public. The entire campaign was based on the assumption that if people were informed about the proposed elementary school building program, the conditions that necessitated it, and the manner of financing it, they would vote for the bond issue. The assumption was correct.

School Plants Require Improvement

The conditions of elementary school buildings were lamentable. Of the schools considered in the improvement program, one was built in 1885, two in 1889, three in 1893, two in 1894, and one in 1900. These buildings presented a problem in safety because of fire, sanitation, and illumination conditions. They abounded in twisting wooden stairways, wainscoted halls, and oil-soaked wooden floors. One of our workers remarked, "Fifty years is a nice aging period for wood—if one wants firewood." Original plumbing fixtures were still in use, with two wash basins provided for several hundred pupils in one school. In most buildings the intensity of artificial illumination was one-third of the minimum standards. Ventilation and heating systems were inefficient. No acoustical treatment was provided. The classrooms, designed for an educational program which required a

*Superintendent of Greenbrier, County Schools, Lewisburg, W. Va.

**Assistant County Superintendent of Schools, Lewisburg, W. Va.

*Superintendent of Schools, Duluth, Minn.

child to sit immobile all day at one desk, were not suitable for a modern program. Playrooms and assembly rooms were lacking. These facts we wanted the public to know.

Another problem was overcrowded conditions, which could be alleviated only by construction of two new buildings and additions to two others.

With the board of education, school engineer, and architects, a building program was planned which included one new school in a rapidly growing district, another new building to replace three of the oldest schools and alterations and additions for the remaining buildings. This, too, we wanted the public to know.

Estimates were made of the amount to be spent on each building, the cost of interest on short-term bonds contrasted with long-term bonds, and the cost of the bond issue to each taxpayer — approximately 70 cents for each \$100 paid in taxes. The bonds were to be sold as needed. We wanted the public to know these facts, also.

The preliminaries over, the school administrators figuratively rolled up their sleeves, loosened their collars, and went to work.

George A. Beck, principal of Central high school, was appointed general chairman of the campaign. He organized committees for a personal campaign, a group campaign, publications, radio presentations, a speakers' bureau, theaters, churches, display publicity, and printed and mimeographed material.

The First Step

We first presented our proposition at a meeting of representatives of community organizations. There were members of American Legion posts, labor unions, industry, business organizations, women's clubs, civic clubs, the Chamber and the Junior Chamber of Commerce, Junior League, professional organizations and newspapers. Conditions, proposed improvements, and costs were explained. Civic leaders gave their views, and there were polite questions and answers. In fact, it was a fine, dignified meeting until the president of a manufacturing company spoke of wanting better school conditions for his grandchildren. Then a display of pictures of grandchildren followed and a cold, sedate meeting became a chummy, family affair. Mimeographed copies of the proposed building program were distributed, and each representative was requested to do three things: bring the project before his group, ask for a speaker for one meeting, and try to get his organization to vote an endorsement of the bond issue. Blanks also were provided for the men and women to sign if they were willing to join the speakers' bureau. The meeting ended with conversation divided about equally between the building program and grandchildren.

The PTA Council endorsed the bond issue at its first meeting. Then a meeting was held with representatives of each school PTA. Again all the facts about the project were presented. Each member was given a map of his district and asked to organize a house-to-house canvass. Instructions emphasized that the purpose of the calls was to disseminate information, not to tell people how to vote. Printed circulars explaining the program were given to the members for distribution, and suggestions were made about what should be included in their talks.

The speakers' bureau was ambitious.

Speakers from the board of education, the schools or the community were assigned to every meeting for which a speaker was requested, irrespective of the size of the audience. One speaker's schedule called for thirty-six talks. A total of one hundred and thirty-one speeches was given. Student speakers talked at junior and senior high school assemblies. Men and women up for election to the board of education and city offices also kept the building program before the public. Many prefaced their campaign speeches with the statement, "I am for the school bond issue."

The committee on printed and mimeographed material devised two printed circulars which were distributed through pupils and civic organizations.

The radio committee secured free time on each of the four local radio stations and planned the programs. Three stations presented forum discussions by a laborer, a housewife, a minister, and a businessman. The other station gave brief spot announcements. All stations co-operated in giving the news items which were sent in three or four times a week. News broadcasts also carried tape recordings of parts of some of the talks given by community leaders. Many of these recordings were made.

Newspapers Co-operate

For six weeks prior to the election, each of the five local weekly newspapers carried a front page story about the bond issue. They also used several editorials on the subject. Each story was slanted to the interests of the community in which the paper was published, emphasizing the improvements scheduled for that section of the city, announcing meetings, using quotations from well-known men of the community and giving the names of PTA members active in the house-to-house canvass. The school public relations director wrote the stories and editorials.

Daily papers also used the news stories sent in by the schools, and the news photographers took pictures to accompany the stories. The newspapers also carried items reporting on meetings and quoting speakers. As various organizations endorsed the bond

issue (forty-two sent formal notice of endorsement), the press and radio were notified. The school page in the Sunday paper contained a feature on modern classrooms. About seventy-five stories and editorials on the bond issue appeared in the local daily and weekly papers. House organs of clubs and business firms, and high school publications also carried stories about the school improvement program.

During the weeks before the election, the committee on display publicity set up displays in store windows. The background was a large map of the city, with ribbons running from the location of each school on the building program to a picture of that school showing the poor conditions existing there. The committee also put up cards in buses.

The Duluth Teachers Association financed the campaign by paying for bus cards and advertisements.

PTA Works Hard

Too much cannot be said in praise of the work done by the Parent Teacher Association. Both men and women of this organization canvassed the homes in their communities. In addition, the PTA of several schools sent out postcards and mimeographed material giving information to voters in their district. They proved the truth of a title in a national magazine, "Five Million Parents Can't Be Stopped."

One of the features of the campaign which must not be overlooked was the spirit of the workers. This was partly engendered by Mr. Beck's letters of appreciation to individuals as the campaign progressed. He wrote to the representatives of organizations who attended the first meeting, to PTA members, to organizations that endorsed the building program, to co-workers and principals, and to the newspapers and radio stations. Although these letters were written as a sincere appreciation, they acted as morale builders to those who were working.

The campaign was successful. The bond issue was passed. But something even bigger than a bond issue resulted from the campaign: a feeling of unity as the men and women of Duluth, in every part of the city, worked together in a common interest.



The Pana Community Unit Board of Education of Pana, Illinois, has announced the administrative staff for the school year 1949-50. Reading from left to right the names of the administrators in the photograph are: R. D. Brummett, retiring high school principal; Chester Miller, member of the board; Fred Barber, member; B. D. Middleton, assistant superintendent of elementary schools; E. J. O'Leary, superintendent of schools; Dale Neece, president of the board; Jesse Beattie, secretary; Merle McNutt, member; C. E. Schumacher, member; Rev. Walter Holtz, member.

Initial Steps in the Moline Building Program

*Alex Jardine**

First steps in a long-range building program for the Moline public schools building program are nearing completion. As the result of a referendum held in December, 1948, three first steps were outlined.

Step one involved remodeling, relighting, and redecorating the Senior High School. Funds amounting to \$100,000 were voted for this project. The high school consists of a main building, a large annex, and a manual arts building. Preliminary conferences in which every teacher, the administration, the school board, an educational consultant, and the architect were represented outlined the proposed program. Beginning July 1, and continuing through December 31, 1949, the remodeling was carried on.

Major changes included complete revising and relighting of the high school and annex. Fluorescent fixtures using forty watt lamps and producing 30 foot-candles of illumination were provided in the classrooms and the library. Preliminary planning allowed each department to group its classrooms in a convenient wing of one of the buildings. Teachers and department heads chose the colors of paints to be used within the classrooms consistent with factors such as size and orientation of the rooms. New cabinets and storage facilities were provided where they were needed. Walls and partitions were moved when necessary to provide more functional use of space. The science, homemaking, distributive education, library, music, and art departments have been completely modernized.

Step two relates to a \$300,000 addition to the Roosevelt grade school. This school built in 1939 on the southeastern edge of the city, and planned at that time to care for not more than 400 pupils, is today required to house over 600. Contracts for the addition were let in the early summer and work was begun at once. The addition, built to harmonize with the existing structure, includes many up to

the moment features. Nine classrooms, one community library room, an office suite, a teachers' lounge, a new front entrance and foyer, additional toilet facilities, ample custodial space, acoustic ceilings, fluorescent lighting, central sound, directional glass block in the classroom, terrazzo floors in the halls, and asphalt tile in the rooms comprise the main building features. In addition the entire playground is being remodeled, and the original building is being redecorated. The building to be ready for occupancy in September, 1951, will house 720 pupils with comfort.

Step three in the first phase of the program is the building of a \$625,000 elementary school to house 550 pupils. This school is being built on an eight-acre site located in a fast growing section of the city. The building which was begun in September, 1949, is a one-story structure with rooms that approach the square size. Clerestory lighting combined with fluorescent lighting will result in the best illumination in any of the system's building. A large school-community gymnasium, school-community library, cafeteria, teachers' lounge, office suite, and health suite provide the extra facilities. Acoustic ceilings in classes and halls, and linotile floors in classrooms are added features. This building will be ready for partial occupancy in September, 1950, and completed in January, 1951.

In each of the latter two steps of this first phase of the program committees of teachers, administrators, supervisors, and the board of education as a committee of the whole have participated in the planning.

In the meantime phase two of the long range plan is being completed and should result in the further development and perhaps even the completion of the modernization of the whole elementary school plant.

The final phase which involves the construction of a new high school and community college plant is as yet in its most elementary stage.

standing the offerings of the public schools in training persons for employment and everyday living as citizens of the community; to stimulate thinking and action on the part of all toward improvement of the educational offerings to youth to better fit them for their life in the community through closer co-operation between business, industry, and the public schools; and to provide teachers with an intimate, behind the scenes picture of business and industry in action to the end that they may more accurately interpret such activities to their students in Wayne schools."

Clearly seen objectives are useless without a well-planned method of attaining them. In order to facilitate the presentation of material to the visiting groups of teachers, industry leaders were given some suggestions as to the subject matter that would be most interesting and of the most use to them. Use of the prepared outline on the part of the industrial speakers gave the teachers a compact picture of each place of business they visited, one that could be compared with others, instead of a miscellaneous collection of information that might have resulted if each speaker were allowed to choose his own material at random.

Each industry or business stressed its origin, growth, history, philosophy and policy, types of products and services, amount of yearly business or product put out, types and ranges of jobs offered by the concern, how and where goods or new materials are obtained, information about trade in general, and recent developments and trends. The industrial speakers and guides took care to point out interesting processes or departments for observation on tours through the establishments.

The teachers also received some suggestions as to what material they should be most attentive so that their notes would be useful in subsequent discussion. They were asked to notice most particularly the skills, qualities, and characteristics which employers look for in job applicants, both high school graduates and nongraduates, and those skills, techniques, and aspects of education which leaders of business and industry seem to believe should be emphasized. Constructive criticism and suggestions for improvements contained in the talks of the guides were to be carefully noted for later discussion. Another point of interest to the touring teachers was found to be the limitations and shortcomings frequently encountered by employees.

Valuable help was gained by checking the training practices used by industry and business that might be applicable to the schools. Any suggested means of closer co-operation between school and business was eagerly heard.

A group of topics for general discussion was given to teacher and host alike. Using it for a guide, much valuable material for both participants was brought out into the open.

Employment procedures, including application forms, interviews, counseling, tests, value of school records, standards for employment, and the educational requirements of various jobs came under this heading.

Education and training discussions were divided into two categories, on-the-job, and school responsibility. On-the-job training brought in orientation, and introduction to the union, promotions, and social and citizenship training. The school's part in the training program was considered under several headings,

*Superintendent of Schools, Moline, Ill.

Wayne Schools Hold Business-Industry Education Day

Education spent a day as the guest of Business and Industry last May 10 in Wayne, Mich., when 200 teachers left their classrooms and were guided through a day of visiting and discussion by 35 local businesses and industries.

After a preliminary planning meeting where the teachers were divided into groups, each guided by representatives of local firms, they visited various industrial concerns in an effort to see clearly the problems facing education in a world of swift and constant technical

change. The day climaxed in a banquet attended by all groups.

If a program, such as the one undertaken in Wayne, is of any worth it must have clearly defined objectives in order to estimate the success or failure of the project.

This particular meeting had four objectives; "to aid teachers in understanding the business and industrial organizations of the community and opportunities they offer for employment of persons trained in the public schools; to aid business and industrial personnel in under-

how far the school should go in training, what they should teach, what employees lack after public school training, the need and room for a co-operative plan of education, and the adequacy of present school training programs.

Human relations and how they are handled can make the difference between a successful and a failing business, so the Wayne businessmen brought this subject into the discussion under various headings. Profit sharing and retirement plans were discussed as well as guaranteed income, desirable working conditions, recreation periods and insurance programs. One of the subjects of special interest to the teachers in this group was counseling. The use of co-ordinated counseling could do much to smooth the path between school and satisfactory employment.

The guests were asked to look into the field of public relations, its importance, the methods used, and the personnel and costs involved.

Suggestions such as presenting job statistics to pupils, arranging tours for them, encouraging co-operative programs, and providing training opportunities, were made to help the teachers interpret what they had seen and heard.

Education, Business, and Industry were all

given suggestions for working together by providing occupational information through elementary grades, junior and senior high school, by interpreting labor and management problems through the curriculum, and by organizing for co-operation on a local level.

The week following the meeting the teachers met and evaluated the experience. There were some skeptical views, but also many enthusiastic attitudes, and in the light of the favorable opinions presented, the plan will probably be repeated next year.

Considerable misinformation and lack of understanding came to light during the course of the discussions. It is to be hoped that since Business, Industry, and Education are mutually dependent upon each other, the experience and knowledge gained during the meeting will correct the information and enable the three groups to solve their problems together.

The credit for this unique method of bringing the two widely opposed worlds of educational theory and industrial practicality together must go to the Wayne Superintendent of Schools, Stuart L. Openlander, who did the basic planning. The day was sponsored by the Wayne Chamber of Commerce and the Wayne public schools.

The Good Teacher is a Good Disciplinarian

Members of the Waukegan, Ill., school staff recently received a letter from their superintendent, H. R. McCall, containing a discussion of teacher-made discipline problems. In his letter Mr. McCall said:

"... Many discipline problems are teacher-made. That is to say they are created or made worse by poor judgment, or bad procedures on the part of the teacher herself. To be sure, there are exceptions, for there will be discipline problems arising even with the ablest and most competent teachers. Every teacher should carefully evaluate her own procedures in each and every case, however, so as to improve her techniques in every way possible, thus reducing to a minimum her own responsibility for the disciplinary problems which do arise with her pupils."

"Certainly, if an individual pupil or a group of pupils persist in creating disciplinary problems, the teacher should strongly suspect some weakness on her own part, and should carefully take stock of herself before placing the blame elsewhere."

"... Keeping children completely suppressed so that 'pin-drop' order prevails at all times is one extreme; permitting them to do as they please at all times is the other extreme."

"The child who is completely suppressed at all times is not being permitted to practice living as a citizen in a democracy. When the time comes, therefore, that he is out from under the teacher's thumb it is not surprising if he does not know what to do or how to behave. He has had no opportunity to learn how to use freedom. He learns to do by doing. On the other hand, the pupil who is permitted to do exactly as he pleases at all times is not being taught to assume responsibility for what he does and to accept

the consequences if he goes too far. The child must be impressively taught that for every right or privilege, there is a responsibility. If he is not willing to accept the responsibility, he must soon lose the right or privilege. Good judgment and common sense will guide the competent teacher to a sane and sensible middle ground between these extremes. She knows when she has a teaching-learning situation, and this she keeps at all times. Neither of these two extremes requires highly skilled, well-trained teachers. They are needed only for that 'sane and sensible middle ground.'

"... A teacher cannot be an excellent teacher without being a good disciplinarian. A teacher cannot be a really good disciplinarian without at the same time being a good teacher; for if she is really a good disciplinarian, she is teaching children to know right from wrong, and to want to do those things that are right instead of those that are wrong."

"In other words, she is teaching them to know and to live the qualities of the good citizen in a democracy, and that is excellent teaching."

"More specifically, she maintains the type of classroom she desires by:

Fifteen Suggestions

"1. Keeping pupils interested and busy doing worth-while activities.

"2. Permitting as much freedom as pupils will use properly.

"3 Establishing excellent teacher-pupil relationships.

"4. By controlling her temper and her tongue at all times. The excellent teacher does not 'fly off the handle' and use a sharp tongue with her pupils.

"5. She plays no favorites.



Supt. W. T. White
Dallas, Texas
President A.A.S.A. 1950

Warren T. White, superintendent of schools at Dallas, Tex., has been elected president of the American Association of School Administrators for the year beginning March, 1950. Superintendent White has been connected with the Dallas school system for 19 years. He was chairman of the 1949 AASA Yearbook Commission which prepared the book, "American School Buildings," and is now president of the Texas Association of School Administrators.

"6. She does not nag or fuss constantly at her pupils. She knows that pupils soon pay little or no attention to what she says, and many times even take delight in leading her on.

"7. She does not make sarcastic remarks. She knows that to do so would be bad manners on her part. She also knows that it invites defiance.

"8. She does not 'bawl pupils out' or hold them up to ridicule before their classmates.

"9. She is very careful not to make threats that she could not carry out without difficulty or embarrassment if the situation called for it. She knows that they are an invitation for trouble.

"10. She is always courteous to her pupils.

"11. She does not keep pupils in at recess time or after school as a form of punishment.

"12. She does not send pupils to the principal for him to discipline. If a situation develops that she needs help on, she will send for the principal, or take the pupil to the principal so that together they may work out a solution to the problem.

"13. She gets all the facts possible before administering any punishment. By doing this, she avoids the danger of punishing innocent children or punishing only a part of those involved.

"14. She evaluates all punishment in terms of how it affects children's thinking. If the punishment does not correct the thinking, it has missed the mark.

"15. All punishment, therefore, is designed to fit the pupil rather than the offense. The same punishment that would fit one pupil might be too severe for another, and not severe enough for still another.

(Concluded on page 74)

The Pupil-Progress Plan of the Berkeley Public Schools

Thomas L. Nelson*

In 1945, the California legislature lowered the admission age for first-grade children to five and one-half years. This action brought into the schools children too immature—mentally, emotionally, and socially—to cope with the traditional work of the first grade—learning to read.

This faced us with two alternatives: (1) We could meet the needs of the children by transferring first-grade work to the second grade, second to third, etc., thus covering the work of only five grades by the conclusion of the sixth year. (2) We could adopt a plan which would give children time to acquire necessary maturity before beginning to read and at the same time afford them opportunity to complete the entire program of the first six grades before they leave elementary school.

The choice was not difficult to make, all considerations favoring, as they did, the second alternative.

The superintendent appointed a committee consisting of elementary school principals, the director of curriculum, and the supervisor of elementary education to devise a plan which would give expression to the second alternative.

Basis of the Plan

This committee reached the following conclusions:

1. That Berkeley children should be given a complete educational program;
2. That the traditional work of each grade should not be moved into the next grade;

*Superintendent Public Schools, Berkeley, Calif.

3. That the elementary program should be made more adaptable to the particular needs of each child:

- a) It should permit each child to gain essential maturity and reading readiness before he begins to learn to read.
- b) It should permit him to progress continuously at his own rate of speed.
- c) It should enable him to cover the entire program of the first six grades before he leaves the elementary school.

The plan devised to meet these conclusions we have called the "New Pupil Progress Plan." It will permit each child between kindergarten and third grade to make continuous progress in his schoolwork. The phrase "continuous progress" keynotes the entire plan.

Between the kindergarten and the third grade there will be no grade designations. Instead, each child's placement will be recorded and reported as the level at which he is reading. There are six reading levels through which the child will advance during this period. As soon as he has satisfactorily completed one level, he will move on to the next. At all times he will be moving ahead as rapidly or as slowly as his ability and maturity permit.

The six reading levels through which the children pass are: (1) readiness; (2) pre-primer; (3) primer; (4) first reader; (5) easy second reader; and (6) hard second reader.

It is believed that this new plan will be an answer to the needs of the younger children now coming into the schools and will solve, as it has not been solved before, the adaptation of schoolwork to the mental and social age of the child.

mands which are not understood or which appear senseless or undesirable to the child constitutes training in inco-ordination of thought and action. Even mild punishment should be restricted to youngsters who do not resent it, as punishment may result in a depressed spirit and conviction of inferiority since it emphasizes failure. Individual case studies are cited in support of these conclusions, especially to illustrate how some of the causes for punishment are increased rather than corrected by application of force.

"In speaking of the decrease in the number of corporal punishment cases which have reached courts of last resort in recent years, a recent book continues:

"... It is a commentary on the good sense and understanding of educators that they have devised more effective and humane methods of enforcing discipline. There will doubtless continue to be extreme cases in which corporal punishment will be necessary, but as education continues to advance, progress in child psychology is made and better prepared teachers are placed in the classroom, it will be surprising if the necessity for corporal punishment does not all but disappear." This would, indeed, be a Utopian condition. However, the wise Solomon noted that 'foolishness is bound up in the heart of a child' and added 'the rod of correction shall drive it far from him.'

"Casual conversation with teachers will quickly dispel any idea that discipline is a minor problem. All of the teacher's time and energy should not be spent on the disobedient, noisy, and insubordinate youngsters. Public education is mass education and overcrowded classrooms leave scant time for individualized handling and instruction. Public education is a multimillion dollar endeavor with present costs too prohibitive to add the personnel necessary to clinically test every child who, at times, seemingly needs corrective treatment.

"Training for teaching is compulsory—training for parenthood is not. Until our present high rate of juvenile delinquency abates and parents are either taught or forced to work with the teachers in educating and disciplining their children, the power of the teacher over the pupil should not be weakened nor taken away. The more thoroughly the privilege of moderate chastisement is established, the less frequent will be the necessity of resorting to its exercise to enforce discipline.

"It is conceivable that many able teachers refrain from resorting to corporal punishment when other methods fail simply because of the possibility of being prosecuted or sued. The cost of defending, even where successful, is a rather large item when the budget is small. Either counsel should be afforded without cost to the teacher or reimbursement be forthcoming from the municipality or made a part of the taxable costs in the action when it is demonstrated that the teacher is innocent of wrongdoing.

"Certainly moderate corporal punishment should remain as one means of enforcing discipline until a majority of thoughtful parents express their views to the contrary. It is interesting to note that the Bavarian Minister of Culture in 1949 reinstated resort to corporal punishment in the schools. When called upon to explain the reason for such action to an education official of the United States Military Government, the reply was: 'I put the issue of reviving corporal punishment on unruly and backward pupils squarely up to their parents. They voted unanimously in its favor. That's democracy, isn't it?'

Still a Major Legal Problem—

Corporal Punishment—Permitted or Prohibited?

Should corporal punishment be prohibited in public schools? Robert W. Miller, professor of law at Syracuse University, stands in favor of its continuance, and bases his conclusions on New York State law and case records. In his article, "Resort to Corporal Punishment in Enforcing School Discipline," the *Syracuse Law Review*, fall, 1949, Professor Miller concludes:

"Should corporal punishment be prohibited in public schools? It is interesting to note the recommendations of the School Inquiry Commission which made a survey of New York schools in 1911-12. It urged the rescission of the bylaw adopted by the board of education of the city of New York prohibiting corporal punishment and suggested that

teachers of special classes for unruly children and all principals be given the privilege to resort to corporal punishment. The former bylaw is still operative, however, in that area.

"Those who favor abolition of or restrictions on the privilege to inflict reasonable corporal punishment usually claim the practice is primitive, antidemocratic, contrary to modern concepts of human dignity and out of step with the aim and object of punishment—namely, adjustment and rehabilitation of the individual. The fact that the United States Army abolished flogging on August 5, 1861, is given a high argumentative priority. The psychologist warns that maladjustment may result from too severe repressive discipline and that compelling obedience to com-

"It is believed that the most cogent argument in support of the present New York statute is found in the concluding paragraph of the latest New York court opinion:

'A school or a school system is entitled to maintain discipline, just as much as the courts are

entitled to maintain respect for laws and enforce the laws. Accordingly, if a school teacher cannot maintain respect for or obedience to a school rule or instruction, the teacher is entitled to and should maintain such respect or obedience with force, if necessary, and under the proper conditions.'

Loretta Todey Attends High School

Mildred Dooley Cathcart*

Loretta Todey, 14-year-old daughter of Mrs. Lucy Todey of Rathbun, Iowa, attends high school at Centerville, seven miles away.

This would be very ordinary except for the fact that Loretta has been a cripple for many years and is unable to leave her home to go to school with other boys and girls.

When Loretta attended grade school her mother carried her to school daily. After she was graduated from the eighth grade and there was no high school in Rathbun it seemed as if she might have to give up her ambition to gain a higher education.

But Loretta, her faithful mother, and her friends were determined that her education must not stop. Various organizations, state aid

for crippled children, the Ray C. Walden Post of the American Legion, and Centerville High School officials all worked together to see what might be done.

As a result, wires were strung between the Todey home in Rathbun and the high school in Centerville and Loretta, though unseen, attends classes. While she sits at home, she can hear all that goes on in the classroom and with her wires open, Loretta in turn can recite back to the teachers. By this intercom system, Loretta attends classes in algebra, general science, English, and social science.

Loretta is one of the few privileged to attend classes in such a manner. And to show her appreciation, she studies well, and is on the honor roll of Centerville High School.

*Jerome, Iowa.

Eastern Cities Record —

Progress in Television

During the school year 1948-49 television in the schools of Philadelphia received considerable attention. From October until June, a total of 2500 pupils from 145 schools took part in 210 telecasts. Of these 90 were produced experimentally for in-school use. During the previous year 1000 pupils from 54 schools participated in 50 public relations telecasts.

During the year a unique type of teamwork was developed among a large number of local people. The local stations donated time and facilities, RCA Victor and the Philco Corporation loaned receivers to schools. Some 500 principals, teachers, supervisors, administrators, and radio-television assistants participated in the productions or viewing of the telecasts.

The children of Philadelphia have been served by this new and effective teaching aid; participants have learned firsthand about this new means of communication; the schools and their activities are better known to a great many citizens.

During March, April, and May, 1948, Station WPTZ presented 39 telecasts for senior high schools entitled "Operation Blackboard." Philco Corporation loaned 20 receivers to secondary schools. A varied schedule of topics was presented under the direction of Dr. Edwin W. Adams, associate superintendent of schools.

In November, 1949, a program of social studies and arithmetic was telecast from Station WCAU-TV to the Philadelphia teachers' association. In March, 1949, a group of children from the Crispin School, under the direction of their teacher, traveled

to Baltimore and presented a program of music teaching techniques to the music teachers' convention.

A special telecast was presented from Station WCAU-TV for Schoolmen's Week 1949. For the first time all school groups — public, private, parochial, and suburban — co-operated on this television program. One thousand persons saw the telecast at the University Museum. Representatives of all three stations discussed television and education and the entire audience remained during the meeting which lasted more than two hours.

The response to the questionnaires sent to the schools which viewed the telecasts was completely favorable. Teachers and pupils endorsed TV as a teaching aid. Mrs. John J. Carlin, President of the Philadelphia Home and School Council, urged that parents' associations look into the matter of purchasing receivers for schools.

HOW DUSTY?

The New York City board of education is helping the Municipal Bureau of Market Control in determining the flow of dust and ashes in various areas of the city. Dust flow containers have been placed on the school roofs in various parts of the city and samples will be collected monthly.

In every city the precipitation of ashes and dust should be an element in locating of school buildings, and it would be well if tests were made in anticipation of the purchase of sites for elementary and secondary schools. The necessity of locating elementary buildings in centers of school population will perhaps make the dust tests superfluous. Such a test, however, should be made in the case of all high schools and should have a bearing on the purchase of property. Noise, dangerous traffic, closeness of industry, the presence of odors and gases — all have a bearing on the location of school buildings. Dust and ash precipitation deserve also to be considered.



School finance, needed school building construction, and co-education, are problems which the Louisville board of education is asked to solve.
— Louisville Courier Journal.

New Taxation Methods Cause Changes in —

Trends in School Financial Sources

*Thor W. Bruce, Ph.D.**

Far-reaching changes have been taking place with respect to the American city since the close of World War II. As a result, developments in local finances are both more revolutionary and far-reaching than coincidental developments in either federal or state finance.

The property tax, which for a hundred years or more, has been the bulwark of municipal finance and of school revenues, no longer is adequate to finance the mushrooming cost of city government. The property tax is no longer able to keep pace with local revenue needs. As a result, the hue and cry has gone up everywhere for ever increasing state aid. There is a limit, however, to the amount of state aid which can be rendered; and, as a result, a movement for new local tax sources is definitely getting under way. Cities are demanding, and the legislatures are granting ever increasing tax privileges. Additional taxing powers for local governing bodies appear inevitable, even though the wisdom of some of these privileges may be questionable. A look into what has happened to the property tax will be useful in understanding the trend of the past few years.

Property Tax as a Revenue Producer

At one time in our history, the property tax was pre-eminent as a revenue producer. In fact, one has to look back only to the turn of this century—less than fifty years ago—to find that property taxes yielded about 70 per cent of all the taxes collected in the country by all the units of government—federal, state, and local. Four years ago, or in 1945, property taxes had declined to less than 9 per cent of total collection? In 1948, they increased somewhat to 12 per cent of total collections, which is due in part to the decline of federal income taxes since the close of World War II.

For the purpose of school financial administration it is important to understand the trend which the property tax has taken over the years, and to look forward into the future as to its possibilities as a revenue producer for educational needs.

In the development of the tax structure of our nation, the property tax was not made available to the Federal Government. The states, which a few decades ago relied heavily on the property tax, have of recent years found it necessary to develop other sources of revenue, and, as a result, have been relinquishing the property tax more and more to the local government. It would seem that a tax which could produce 70 per cent of all taxes forty years ago, should be sufficient to provide

adequately for the local governments when left almost exclusively to them.

The reason that the property tax was such an excellent revenue producer for a century or more, was the rapid growth of our cities and the great increase of wealth in our nation. It is interesting to note, however, that as the wealth of the country grew as a result of production, more and more wealth came to be represented by investments and by tangible and intangible personal property—much of which was omitted from the property tax base and was taxed (if at all) through income taxes. With the introduction of the federal income tax in 1914, the property tax base has been whittled away considerably. It is also of interest to note that about thirty years ago, the rate of city growth began to retard, and, as a result, increases in urban real estate values were no longer able to take care of the widely and rapidly expanding revenue needs of our cities.

Decline In Property Tax Revenue

There are two chief reasons for the decline in revenue from the property tax. The first is the fact that the population trend is outward from, and not inward toward, the city. With many new homes and new suburban developments located away from the center of the city, and outside of its taxing environs decadent areas have developed within the city and property values have decreased as a result. Another factor, which is probably even more important, is the changing character of the population within the city. The citizens who have been moving out into the outlying areas are generally in the upper and middle income brackets. Those who have remained in the city or who have moved into the city, for the most part, are the so-called "economically submerged" groups. The net result of this trend is that cities not only tend to have a smaller population but, also a population with lower taxpaying capacity. During the war, these developments were somewhat lost sight of, because of the necessity for people moving into urban areas to be close to war plants; but, on the basis of available facts it seems very probable that, from this point on, their tempo will be considerably increased.

From a fiscal point of view, therefore, the future of American cities presents a very bleak picture. The war brought about increased costs, and, since its close, an inflationary spiral has set in which undoubtedly will continue to expand for some time. With the tendency of the higher income groups to move outward from the cities and a larger proportion of the urban population consisting of the lowest income or no income groups,

the per-capita cost for education and other services have increased sharply while, at the same time, real estate values and other tax bases have been shrinking.

The property tax has never been a popular tax. There has been more organized opposition to, and more bitter protest about, the property tax than any other tax—the individual income tax included, which now accounts for 40 per cent of the entire tax burden which the taxpayer must carry. When one considers that the property tax now accounts for less than 12 per cent of the taxes paid by the American taxpayer, one wonders why there is such great opposition to it.

Valuing Property is Difficult

In the first place, the job of valuing the property is an extraordinarily difficult one. Even after assessors have used all of the scientific yardsticks and assessing techniques available—and in many cities there is much room for improvement on this score—there is the further problem of helping the taxpayer to realize that his property has been fairly assessed. There is no question that the reason for the grumbling about the property tax is the very universal feeling that the tax is not being assessed and collected fairly. In the case of the income tax, the assessment of the tax is a relatively simple matter for the great majority of taxpayers. The employee knows what his salary is. If he complains about the amount of tax that is being withheld, it is very easy for the employer to show him the table prepared by the Treasury Department which sets forth the exact amount which is to be withheld for each amount of salary. Another reason for the widespread dislike of the property tax is that the average property taxpayer does not know and has not been informed about the uses to which the tax which he pays is put. The average taxpayer is willing to pay a certain amount for the services which he expects from government. But, he also likes to feel that he is getting his money's worth for such expenditures. There is a feeling that the governmental expenditures which give rise to the property tax, are unjustifiable, and whenever evidences of governmental waste, extravagance, or unnecessary expenditures arise, they tend to embitter the taxpayer. The more actively citizens are informed of and participate in the activities relating to the expenditure of public monies, the more likely they are to accept their tax burdens.

What of the future? It has been pointed out that the future of the property tax as a continuing source of increasing income presents a bleak picture. With revenues

*Auditor, Board of Education, St. Louis, Mo.

decreasing, there are three courses of action that lie open: (1) curtail school expenditures; (2) develop new sources of revenue; (3) adopt a plan combining the features of the first two possibilities.

Budget Economy Is Requisite

School boards will be faced with the necessity of critically analyzing every item called for in the annual budget and making certain that each is a "must" for the proper education of the school children under their jurisdiction. A genuinely new approach to the problem of sources of new revenue is developing. It is becoming increasingly evident that boards of education will have to turn to new local tax sources to augment the decreasing returns from the property tax if they are to continue to provide the basic educational needs.

Along with the problem of seeking new sources of revenue in order to meet the rising cost of the services demanded by the community, it is proper to consider whether we are obtaining all that is due from present sources of revenue and whether it is being done in the most efficient manner. In order to achieve satisfactory results in increasing collections and reducing costs of administration, close scrutiny will be required of each step of established procedures together with an alertness to new ideas.

The cost of local government in the community has a far-reaching effect on the financing of the educational program in the community. This is true, regardless of the form of local fiscal control. In reality, there is a maximum tax income which can be expected from all local levies without the incurring of severe criticism, complaint, or local unrest. As a general rule, the statute or the charter may establish this upper limit. It is purely a local question what amount of this total available current tax should go to the support of public schools in contrast to other agencies. This problem is probably answered best by the public selecting the services it desires most. However, on the other hand, if the economic resources are such that all the desired services cannot be provided, the problem of education is that of enlightenment so that proper evaluation, discrimination, and selection result. In that way, the community makes a conscious selection from all of the services offered. It should be remembered that the demand for educational opportunities is as great in communities with limited resources as in wealthy localities. Yet the funds available to render the service may be inversely proportionate to the needs.

New Tax Sources

Twenty or more of the states have granted additional taxing powers to local governments since World War II, and this movement is steadily gaining momentum. Most of these additional taxing powers, however, have been granted to municipalities by the state legislatures rather than to autonomous school districts. Some of the more important of these new sources of revenue are the retail sales

SCHOOL SYSTEM PLANNING

In school plant planning school administrators may well hold in mind this statement of the Regional Plant Association:

The ultimate objective of community planning is to improve the living and working conditions of the people. In obtaining this objective the plan should not be regarded as a means of stimulating unwarranted expenditures, but rather of saving money by making better use of the funds normally spent by the community for its public purposes.

tax, taxes on food sales in luxury restaurants, taxes on admissions, taxes on the use of passenger cars and trucks, and local income taxes. Taxes on utility services, liquor, gasoline, and tobacco are forms of sales taxes. Likewise, the taxes on hotel rooms and on other services are also a form of sales tax. The admission tax generally imposes a tax on amounts paid for admission to places of amusement, including admission paid by season ticket or subscription. Although the revenue raised by the admission tax is correlated to the economic and seasonal trends of the amusement industry and its allied activities, it is a fairly stable source of revenue. It is, likewise, a highly desirable source of local revenue which can be successfully administered and equitably enforced and collected.

It should be pointed out that any curtailment in the school program which is made necessary by decreased revenue, results in a situation where the child attending school at the time pays the price, and not the taxpayer. It requires no prophet to point out that the future of democracy depends upon sound education and that the public schools will present an ever increasing need for support. The service demands upon the schools will be greater than they have been in the past. The financial problems will loom up in ever increasing importance, and the responsibility of public educational administration will become continuously greater. The ultimate solution will not be an easy one, for there are

many conflicting forces complicating the problem. Of great importance will be the greater co-ordination of the educational and business aspects of administration. Fiscal administration of public education will be called upon more and more to provide facts to help in the solution. Management and the public will require these facts that they may intelligently determine policies. The fiscal management of public education must be prepared in advance to meet the problems as they arise. The organization to carry on these affairs must be built on sound principles and be readily adjustable to changing conditions.

PROGRESS IN CULLMAN, ALABAMA

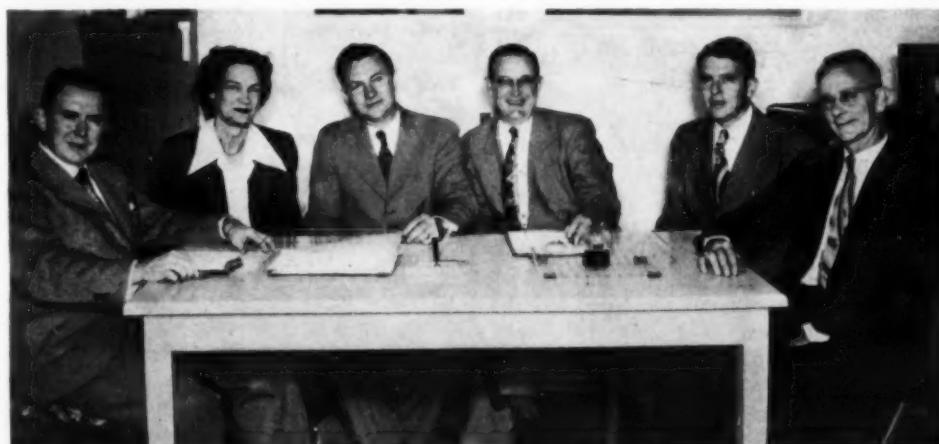
Superintendent L. W. Yates of Cullman, Ala., reports that as a result of a survey in 1948 by Dr. C. P. Nelson and Dr. J. W. Letson of the State Department of Education, improvements were made in present school buildings. Plans were made for a new elementary and high school building, teacher training standards were set up, and the school program improved.

The improvement program has been taken up by the community, a town of 10,000 people, with a school system enrolling 1900 pupils, and 58 teachers. Buildings were painted inside and out, better lights installed, movable furniture purchased, flowers grown in classrooms, and additional instructional material ordered. A 5-mill property tax was voted upon and passed to provide for a new elementary and high school building, to be completed and ready for use by September, 1950.

Teacher training is encouraged by the board of education through a salary schedule that pays teachers to promote training and obtain higher certificates.

As part of the school program, student social activities are being centered at the school, under proper supervision of school officials and parents, promoting wholesome recreation and developing a better student-parent-teacher relationship. "Serve all children a hot lunch with milk" is the slogan governing the hot lunch program, another part of the school program, featuring attractive lunchrooms for approximately 1700 children, 100 of whom carry lunches. Individuals and organizations pay for the lunches of some 100 underprivileged children.

Committees of teachers have been appointed to plan the type of furniture to be used, a broader curriculum, color schemes in the classrooms, the type of lights desirable, and the equipment and teaching materials needed to give the children a richer program in the future.



The Cullman, Alabama, Board of Education in Session
Left to right: Dr. L. C. Bledsoe; Mrs. Oscar Dunlap; L. W. Yates, Superintendent of Schools; R. A. Young, President of Board; Lawrence Duffey; Clifford Burns, Vice-President.

For Better Custodial Service—

How to Inaugurate In-Service Training of Nonteaching Personnel

*Sidney M. Bliss**

Within the past 25 years or so many school systems have developed good training programs for custodians, librarians, secretaries, cafeteria and attendance workers and other nonteaching personnel. Much fine work has been accomplished as the result of the constructive imagination of schoolmen. It is unfortunate, however, that more school systems have not undertaken to carry forward a program of in-service education. This article is motivated, therefore, by the desire to stir the imagination of educational leaders to the end that they will take advantage of an opportunity that lies at their doorstep.

Specifically the purpose of this article is to indicate the steps that need to be taken in the installation and operation of a program of in-service training of the nonteaching personnel of a public school system. Broadly classified, these steps fall into two main divisions. The first relates to the local determination of the desirability of such a program; that is, shall the school system (your school system) embark on a training program? When this question is answered affirmatively, the next problem is to determine the specific steps that will be needed to put the program into effect.

How to Decide for In-Service Training

1. *The superintendent of schools should explore the possibilities of a training program.* He can do this by (a) analysis of particular problems of his school system which need solution; (b) analysis of the qualifications of nonteaching personnel; (c) extensive reading of literature bearing on the subject; (d) conference with persons who have had experience; and (e) a survey of what other school systems have accomplished. Unless the superintendent becomes familiar with the problem himself, it is not likely that he will be able to exercise the leadership necessary to take the steps that follow.

As the superintendent explores the possibilities of training, the issues involved will present themselves. Among others the following will arise:

- a) Does this particular school system need a program of in-service training?
- b) What benefits may be reasonably expected from such a program?
- c) For whom should training be provided?
- d) When should the program be started?

*San Diego, Calif.

- e) Should the board of education finance the program, and if so, what will it cost?
- f) Should the training be optional or compulsory?
- g) What administration and supervision will be needed?
- h) How will in-service training be related to other phases of personnel administration?
- i) How rapidly shall the program be put into effect?
- j) What shall be the length of the training program?
- k) When shall the training work be carried on?
- l) What equipment and supplies will be needed?
- m) Who shall be teachers?
- n) What courses of study will be needed, and by whom should they be prepared?
- o) What is the relation of the program to the community?

2. *The superintendent should convey the results of his study and investigation to his key subordinates.* At this stage of development, better results are likely to be obtained if individual conferences are held with the assistant superintendents in charge of instruction, personnel, business management, buildings and grounds, and with the chief librarian and others. The manner in which these conferences are held is very important. The superintendent should be careful not to convey the impression that his mind is crystalized on the subject.

3. *Group meetings of key subordinates should be held.* After the individual conferences have been concluded, the superintendent should call for group meetings of his associates. They should be given ample notice of the time of the first meeting, and a clear statement of what is to be discussed. They should be requested to be prepared to offer suggestions with assurance that the entire proposal is in a formative stage and that good ideas are needed—the more the better. A skillful administrator will not undertake to move too fast—he will allow time for "seasoning" before he calls for a vote.

Presenting the Program to School Principals

4. *The matter should be presented to school principals.* Much of the success of the program will be determined by the attitude taken by principals. It is important, therefore, for them to be given abundant opportunity to

make contributions in every way they can. Perhaps individual conferences should be held first, followed by small groups of principals. The procedure in a given school system will have to be determined in the light of local circumstances.

5. *The next step is to enlist the participation of various groups of workers.* This is a highly crucial step. It ought not to be taken until those who have the responsibility for presenting the plan to the workers are well grounded as to the aims of the program and the steps that are to be taken in carrying it into effect. Workers should be given ample time for thorough consideration of the proposal. By all means, it is important for provision to be made whereby the viewpoints of workers will be given real effect. The plan may be presented to the workers in each local school by the principal of the school, or it may be presented first by the central office. Again, the particular procedure must be decided in the light of local conditions in a given school system.

6. *The final step is to present the proposal to the board of education.* This step should be taken by the superintendent of schools. It is a supremely important step, and it should be done with great efficiency. In making his presentation to the board, the following suggestions are recommended:

- a) A very clear statement should be made as to the meaning of in-service training and as to the groups for whom it is to be provided.
- b) A full description of the preliminary discussions which have been carried on by various administrative officers, principals, and workers should be made. *The interests that workers have shown in the program should be stressed.*
- c) Information should be presented to the board showing in as much detail as possible results that have been obtained in other school systems, and in private business organizations and governmental agencies.

d) A proposed operational plan should be presented to the board. Among other things, the following should be included: (1) place where the work is to be conducted; (2) length of the training program in years; (3) frequency and length of class periods; (4) time of day when the work is to be done; (5) administrative and supervisory organization best fitted to carry on the program; (6) buildings, equipment, supplies, and teachers needed to carry on the work.

e) The relationship of the program to other personnel and to the community should be discussed.

f) Careful estimates of costs should be prepared. Prior to presentation to the board, information concerning state and federal aid should be obtained.

g) A time for the initiation of the training should be proposed.

h) Tentative techniques for the measurement or evaluation of the program should be outlined to the board.

i) Anticipated outcomes of the training should be fully stated.

How to Put In-Service Training Into Operation

The recommendations which follow are predicated upon the assumption that the proposal has been thoroughly discussed and approved by the workers, the administration and the board of education. (It will be observed that some of the recommendations will have been reached prior to presentation to the board.)

1. After approval by the board of education, application should be made for state and federal aid. Inquiry will have been previously made, but without formal application.

2. If the school system is a large one, it is desirable that a competent man be employed to have charge of the training program. He should be nominated by the superintendent and appointed by the board of education. He may be given the title of Principal of In-service Training. If the system employs an assistant superintendent in charge of personnel, the principal of in-service training should be responsible to him.

3. It is recommended that heads of non-teaching groups (for example, the assistant superintendent in charge of buildings and grounds) be made staff officers of the principal of in-service training.

4. The superintendent should obtain from the board of education authorization to proceed with the work as rapidly as, in his judgment, it can be initiated. Decisions concerning this point should be reached after full consideration by the principal of in-service training and his staff, and by the assistant superintendent in charge of personnel.

5. Suitable housing facilities must be provided where the training work can be carried on. The ideal situation would be to have a new building, designed for this particular purpose. In the absence of the ideal, the training for different groups of workers can be carried on in different existing buildings.

a) Perhaps a separate building properly equipped and as centrally located as possible should be provided for the training of plant workers. The initial cost of training for this group of workers is greater than for any other group, but it is with this group that the greatest financial savings can be had over a period of time.

b) Instruction for cafeteria workers frequently can be carried on in one of the school cafeterias where suitable equipment and supplies are available.

c) Instruction for workers in business administration, library service, attendance, nursing and secretarial service can usually be carried on in the central administration building.

In selecting training centers, it is better to have adequate supplies and equipment with poor location than to have good location with inadequate facilities.

6. To the extent that it is possible and practical, the in-service training program should be developed as a co-operative enter-

prise. To this end, the following recommendations are made:

a) That teachers or group leaders be taken from the various groups. This is the ideal, but experience may prove the desirability of employing teachers with special qualifications.

b) That handbooks and courses of study be developed by the different groups.

c) That participation be optional with the workers, but related to classification, salary, and promotion.

Suggestions for the Schedule

7. With reference to the time factor, the following recommendations are offered:

a) That three years be devoted to the training course.

b) That a minimum of 32 weeks constitute a year's work.

c) That 10 hours each month be devoted to the work as follows: (1) four two-hour class sessions; (2) one two-hour conference session.

d) That classes be held during the daytime, and so scheduled as to interfere least with the normal duties of the workers.

8. With respect to the training work itself, the following recommendations are made:

a) That great effort be made to adjust the training to the particular needs of the workers. This will involve proper classification on the basis of intelligence, education and knowledge of their work.

b) That the training work be developed in the light of these objectives: (1) the improvement of community-school relationships; (2) the achievement of the educational objectives

of the school system; (3) the improvement of skills and techniques.

9. With regard to the preparation of courses of study, the following recommendations are made:

a) Courses of study dealing with specialized problems of particular groups should provide: (1) organization around large units; (2) consideration of psychology in relation to learning; (3) continuity of learning; (4) flexibility.

b) Courses of study should not be confined to highly specialized problems of particular groups, but also should provide abundant opportunity for the discussion of community problems. This will stimulate interest, and will cause workers to see how their work fits into a larger whole.

10. The opportunities of the in-service training program should be made available to persons who desire to improve themselves, but who are not connected with the school system. This may necessitate the charging of a small tuition.

Those who embark on an in-service training program may look forward with confidence to higher standards of service, practical economies, wholesome effects upon the entire personnel, and the development of better community-school relationships. Remember that the key to the problem is not money but rather constructive imagination coupled with determination to get something done. The need is great, the time is at hand, the facilities are available. Do we have the leadership that it takes? In the light of the history of education in the United States, the only answer that can be given is *Yes*.



A section of the kindergarten suite. Kindergarten is done in knotty pine; the wood-burning fireplace will add to the joys of the children on festive occasions throughout the year. (See pages 43-45)



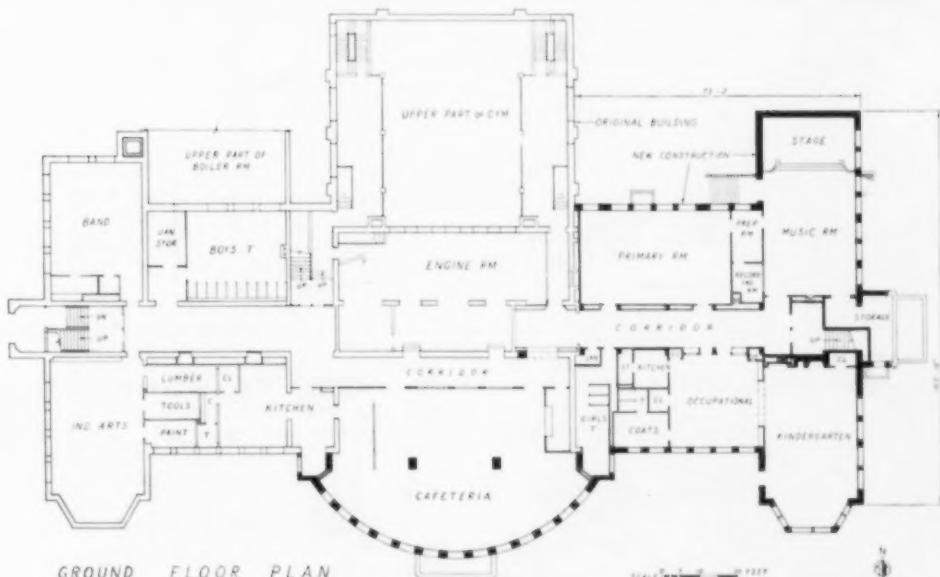
Exterior View of the North Norwood Elementary School, Norwood, Ohio.—Charles F. Cellarius, Architect, Cincinnati, Ohio. Enclosed playfield for kindergarten folks as well as the area for older pupils is seen in the foreground. The cafeteria is located in the center bay on the ground floor. Outdoor classroom space is provided on the roof of the cafeteria and is accessible from three adjacent primary rooms.

The North Norwood Elementary School

The city of Norwood, Ohio, is an interesting suburban community — entirely surrounded by the city of Cincinnati — which is growing in population within its limited area. Since 1940, when a community survey of educational needs was undertaken, the board of education has been engaged in a conservative school construction program which will remake the entire school plant on a completely modern basis. The program includes the erection of two elementary schools, a technical junior college which is under construction and will be ready in 1950, and an administration building to house classrooms and laboratories in special education.

The new North Norwood Elementary School, occupied in September, 1949, is the first building to be completed under the program.

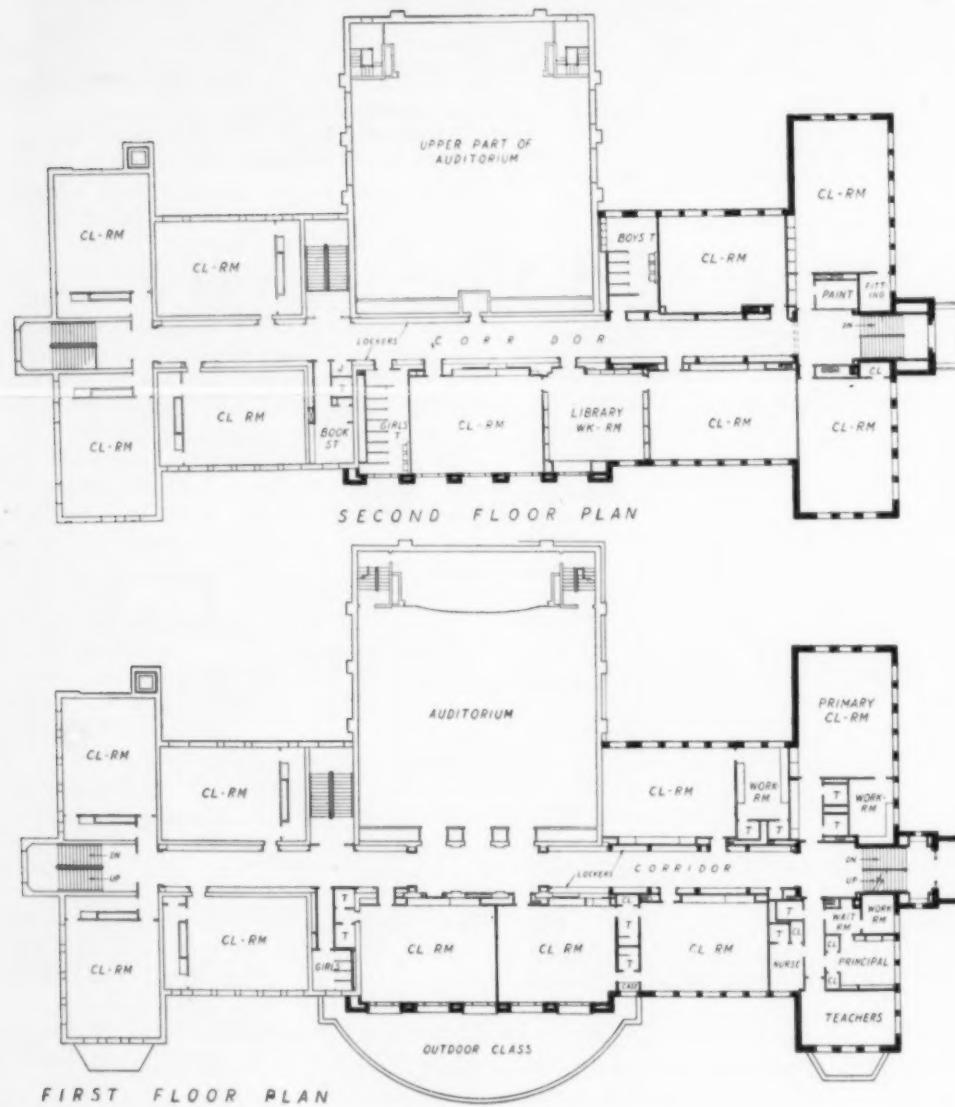
A bond issue totalling \$2,050,000 was voted by the community in November, 1946. The bonds were sold in February, 1947, with a 1 per cent coupon. The price included a premium which reduced the actual interest rate to 0.97 per cent. Since the accrued funds were not needed immediately for building purposes, the proceeds of the bond sales were



Floor Plan, North Norwood Elementary School, Norwood, Ohio. — Charles F. Cellarius, Architect, Cincinnati, Ohio.



The walls of the rhythm primary room are attractively painted in a brilliant chartreuse; superimposed are gorgeous murals depicting an entire circus in action. Woodwork is done in harmonizing Chinese red. A gay room for gay occasions.



invested temporarily in U. S. government certificates yielding approximately an annual interest rate of 0.87 per cent.

The new North Norwood Elementary School was planned in the winter of 1947-48. It is in one sense an addition to an existing building and in another sense a completely new building. The small area of the original structure was completely remodeled in accordance with the standards set up for the new section. Construction was started in June, 1948, and the building was ready for occupancy August 15, 1949.

The building cost complete \$565,000, which on the basis of cubic contents, was slightly less than \$1.05 per cubic foot. The plans were drawn on the basis of the educational program outlined by the school authorities by Charles F. Cellarius, Cincinnati, who has been retained by the Norwood board of education as architect for its present major building projects.

The North Norwood School is a 26-room building designed to accommodate an anticipated school population of 750 pupils. In the building are modern laboratories for a shop and craft program and a home-economics arts and crafts program. Adjoining these laboratory rooms are work and washrooms. Other featured areas are the kindergarten suite; a splendid cafeteria with fully equipped kitchen and serving pantry; a music-speech laboratory complete with stage, dressing rooms, and a soundproof recording room; a primary rhythm room; and an English-social studies suite. A beautiful library has been placed between, and is a part of, the social studies and English rooms. Five primary rooms have been included in the building, each of which is equipped with a separate workroom. Each primary room has private toilet facilities for the use of the children occupying the room. A large laboratory classroom for general science has been provided to carry forward the science program of the elementary schools. Instruction in physical and life science is offered to every pupil in every elementary grade.



Section of stairs showing advantages of glass block in providing light as well as attractiveness.



One of the primary rooms showing entrance to the workroom (extreme left). Mural depicts some of stories adored by generations of children.



View of social science room. In the lunette, artist Helwig has clearly shown that here is a center for learning all about living in a democracy.



Another primary room. Note recessed troffer lights and ample storage cabinets typically found in all classrooms.



A section of home-economics, art-and-crafts room showing demonstration kitchen unit.

The administrative suite includes separate rooms for the school nurse and physician, the school counselor, and for the principal. Included, too, are the waiting rooms, a communication room which houses the intercommunicating and radio system of the school, and a most attractive teachers' lounge. The latter is sufficiently large to accommodate small group meetings. The large auditorium will seat the entire school at any time. The gymnasium located under the auditorium provides a floor area of 3000 ft.

The design of the building is conservatively modern and entirely functional. In planning the interior of the building, beauty was continuously sought. The position was held that a schoolroom could be functional yet attractive. The architect through the use of attractive ceramic tiles, color dynamics, and through careful selection of lighting fixtures

has brought into the teaching situation the psychological influences which have great effect upon child development.

The architectural style of the exterior of the building has been influenced by several local factors. The completed building fits well into the community picture.

In providing for the welfare and safety of the children, a plan was followed in arranging play areas so that each age group might have their own play field. A grassed area, enclosed by an attractive brick wall, has been provided for the kindergarten children. Access to the play area and to the kindergarten suite is separate from that used by the children of the school generally. The play field for the primary children, as well as the area for the older children, is surfaced with smooth asphalt. Each of these areas is enclosed by a chain link fence. Approximating six acres, the

school site is inadequate for an enrollment of 750 pupils but is the best available in a tightly congested suburban city of 38,000, completely surrounded by the city of Cincinnati.

► New York, N. Y. A total of 155 school buildings will have face-lifting jobs without delay, under a new policy of the school board which makes principals responsible for reporting the need of minor repairs in their buildings. Under the plan, certificates of necessity are to be signed by the principals for jobs costing less than \$1,000.

The orders which include almost every type of work, will involve costs ranging from \$22 for boiler repairs to \$990 for new fuel lines. The first batch of work orders authorized items totaling \$59,461 for maintenance and repair in the 155 schools.



The Play Court, Nolen M. Irby Building, Arkansas State Teachers College, Conway, Arkansas.—Bruce R. Anderson, Architect, Little Rock, Arkansas.

A Model Building for a "Model" School

The Nolen M. Irby school at Arkansas State Teachers College, Conway, Ark., is purely functional in design and construction. Built as a model school for practice teaching, it is perfect from both the teachers' and the students' viewpoint. By giving the young teachers a standard by which to judge the facilities of their later assignments it aids them in improving faulty conditions as they encounter them in subsequent experience.

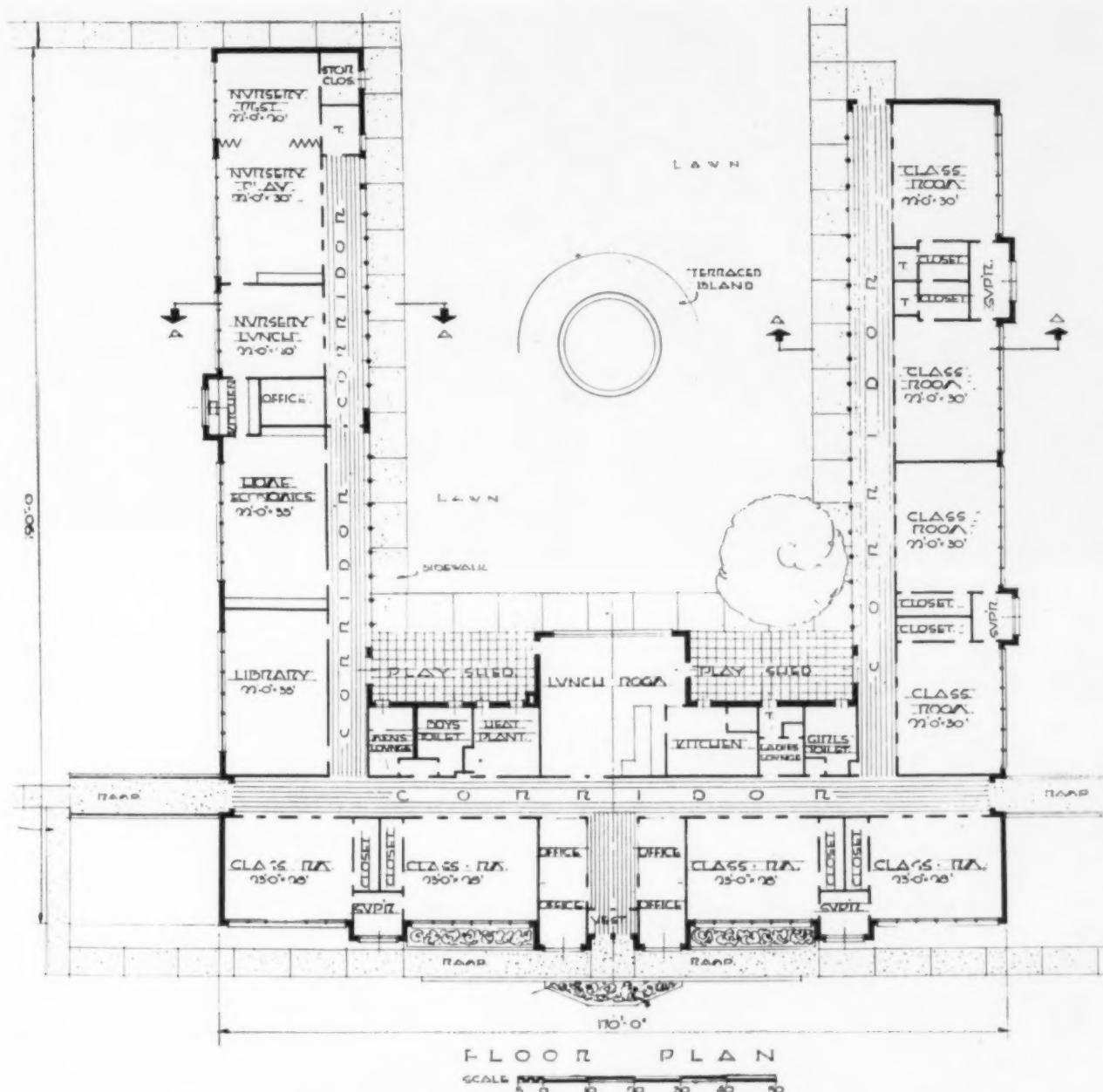
The buff brick building was planned and arranged to fit its surroundings. A play court between the two wings of the U-shaped building is sodded, with an underground drainage system to assure a protected, sheltered play area. The play court can be observed from the main corridors of the building for control and supervision. Play sheds at the end of the court serve in rainy weather, and protect in case of extreme heat. The two sheds are directly off the lunchroom and can be used as an outdoor lunch area.

All the entrances to the building have ramps instead of steps. Connecting walks around the building and play court prevent muddy shoes and wet feet. There are several planting spaces constructed integrally with the building to provide interest and combine the natural surroundings with the architecture.

With a capacity of 120 pupils, nursery through seventh grade, the school building contains eight classrooms, a library, a home-economics room, a lunchroom and kitchen, four administrators offices, five supervisors



The typical classroom at the Nolen M. Irby School is a far departure from the old formal type of classroom. The movable chairs and desks, the fluorescent lighting, the filing case for instructional materials, bookcases, motion picture and still projectors, and the work alcove are features of this room.



Floor Plan of the Nolen M. Irby Building, Arkansas State Teachers College, Conway, Arkansas.—Bruce R. Anderson, Architect, Little Rock, Arkansas.

offices, and a nursery suite including an office, a lunchroom, a playroom, and a rest room.

The total cost of the project was \$194,733.30, at \$1.13 per cubic foot. The cost per pupil was \$1,623.11.

The building is a fireproofed structural steel frame with reinforced concrete foundations and floors. The walls are masonry, and the flat roof deck is steel insulated. Door and window frames are metal. The complete unit includes 172,882 cubic feet.

Bilateral lighting throughout the building gives an even distribution of high level illumination with a minimum of glare and shadows, and permits a wide variety of furniture arrangements for different activities. To provide the bilateral lighting the corridors running along the play court have been dropped to allow the placement of windows high on the inside wall of the classrooms. These, coupled with the regular windows

on the outside wall, not only improve lighting but give cross ventilation so necessary in a warm climate.

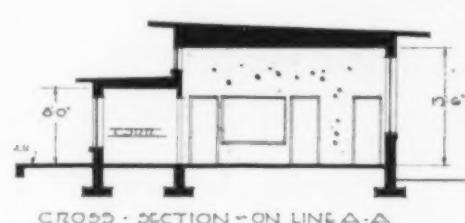
Artificial light is provided by four-tube fluorescent fixtures (50 per cent white, 50 per cent daylight) augmented by recessed spotlights for chalkboards.

All windows are so shaped by an extension of the roof to exclude direct summer sun and let in the sun in winter. Venetian blinds

effectively control daylight illumination. By providing a high intensity of light without contrasts, glare and specular reflections, eye-strain and astigmatism, a common weakness developed in children, will be prevented. Likewise, children with weak eyes will be improved.

Separate forced recirculated warm air units for each pair of classrooms provide fresh air and an accurate control for variations in orientation of rooms, age, and activity of the occupants. Heating in the nursery is supplemented by radiant heat (hot water coils) in the floor. Many nursery activities take place with the children sitting on the floor making this added protection necessary.

Toilet facilities were selected for the children's comfort, segregated as to ages, and arranged for ease in supervision. The nursery unit is complete with all accessories normally provided in adult rest rooms for instructional purposes, scaled down to size. First and





The nursery, play and restroom at the Nolen M. Irby Building.



The pupils' lunchroom, Nolen M. Irby Building, showing serving counter with kitchen beyond.



The domestic science room offers opportunity for both sewing and cooking experiences.



The covered play shed, Nolen M. Irby Building.



All corridors have direct outside light.

second grades are provided with separate toilets.

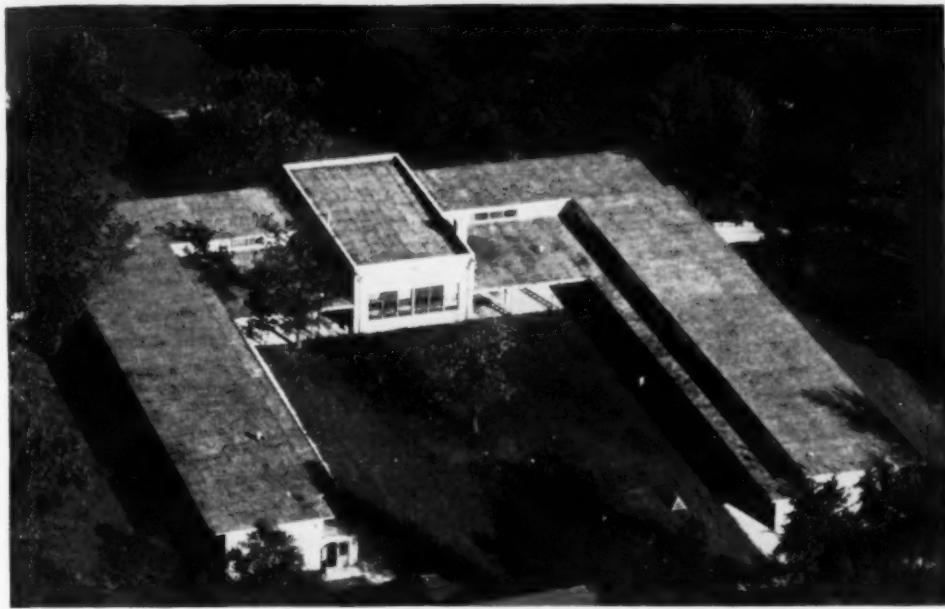
Ceramic tile floors, wainscots and steel partitions with baked enamel finishes are installed in all the rest rooms.

Asphalt tile floors provide resilient, sanitary, colorful, and easily maintained floor covering. Acoustical plaster ceilings (oyster white finish), make for a quiet building and ease in concentration on studies, a clear and natural sound of voices and music, as well as a dampening effect on extraneous noises.

All materials, equipment, and accessories were selected in key with a modern and thoroughly studied dynamic color scheme and by using strong vibrant pastel colors with emphatic contrasts, a happy, livable, interesting, and inviting interior adds to the students' interest.

One of the new innovations in the project is the use of chimes and horns for all class signals. Bell ringing is reserved for fire alarm signals only. This excludes many bells which are often found to be irritating and raucous.

All kitchen equipment and serving counters are stainless steel. An automatic dishwasher is included in the complete and compactly



Air View, Nolen M. Irby Building, Arkansas State Teachers College, Conway, Arkansas.—Bruce R. Anderson, Architect, Little Rock, Arkansas.

arranged equipment which will save steps and personnel.

Classrooms are equipped with movie projector and loud-speaker outlets for ease in using portable visual aids. Darkening curtains in larger rooms change classroom to cinema.

Green chalkboards and light finished furni-

ture are in keeping with properly planned illumination. Ample cork boards and display boards add to pupil's interest. Picture mold at the top of the tack board provides for hanging maps, charts, and projector screen.

Supervisors' offices for each pair of classrooms are equipped with built-in desk, filing

cabinet, drawers, coat closet, supply cabinet, and a built-in sink for those activities requiring water.

Secret glass (polarized) between corridors and classrooms makes it possible for student teachers to observe class activities without annoyance to pupils.

Empty concealed conduit makes provision for the installation of a future public-address system and intercommunication system so that special programs, radio, record playing, etc., can be channeled to selected classes.

The nursery suite, an independent unit, has its own kitchen facilities as well as toilet facilities, in addition to three classrooms. The rest area is closed off from the play area by a folding door which allows the two rooms to be combined when greater space is needed.

The nursery lunchroom and the home-economics room are both connected directly to the same kitchen. Through the use of this combination nursery and domestic science kitchen, initial costs, maintenance, and personnel costs are reduced.

The attention paid to detail in the planning of this school makes it an ideal training ground for prospective teachers. Supervision can be a strong guiding factor by means of the offices scattered throughout the classroom area. Observation causes little annoyance because of the polarized glass in the observation windows in the classroom walls. Separation of nursery and grade children makes routine easier for both the pupils and the teachers. The well-planned play area allows supervision without restriction.

A New Type for Economy—

St. Louis Builds Primary Schools

The board of education of St. Louis, Mo., is engaged in an interesting project of school building planning and construction intended to provide quick relief for growing sections of the city, and in a secondary way, to solve the problems of excessive building costs by reasonably permanent, economical types of construction.

Several primary unit schools of six and eight rooms have been erected and are proving educationally successful and economically most satisfactory.

The new type of construction combines the use of Stran-steel and steel bar joists with a poured insulated roof. The exterior walls of the one-story buildings are brick veneer to the window sills and cork asbestos board to the eaves, and are completely insulated. The floors which are damp-proof concrete slabs are laid directly on the ground.

The buildings are heated and ventilated with forced-air gas heat. One entire side wall of each classroom is glass set in steel window frames. The floor covering is cork carpet. The supplementary lighting is fluorescent.

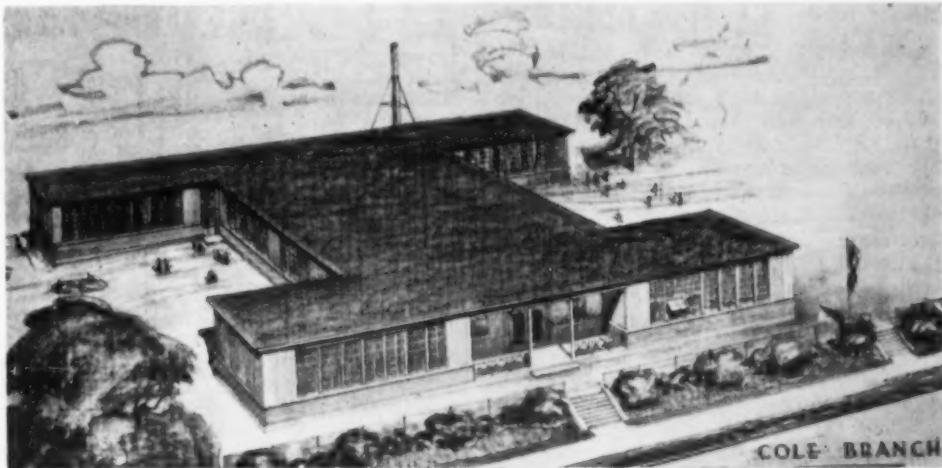
The classrooms have been carefully planned and equipped to serve the present instructional

program. There are under-window bookshelves, green chalkboards, pupil wardrobes, and closets for teaching materials in each room.

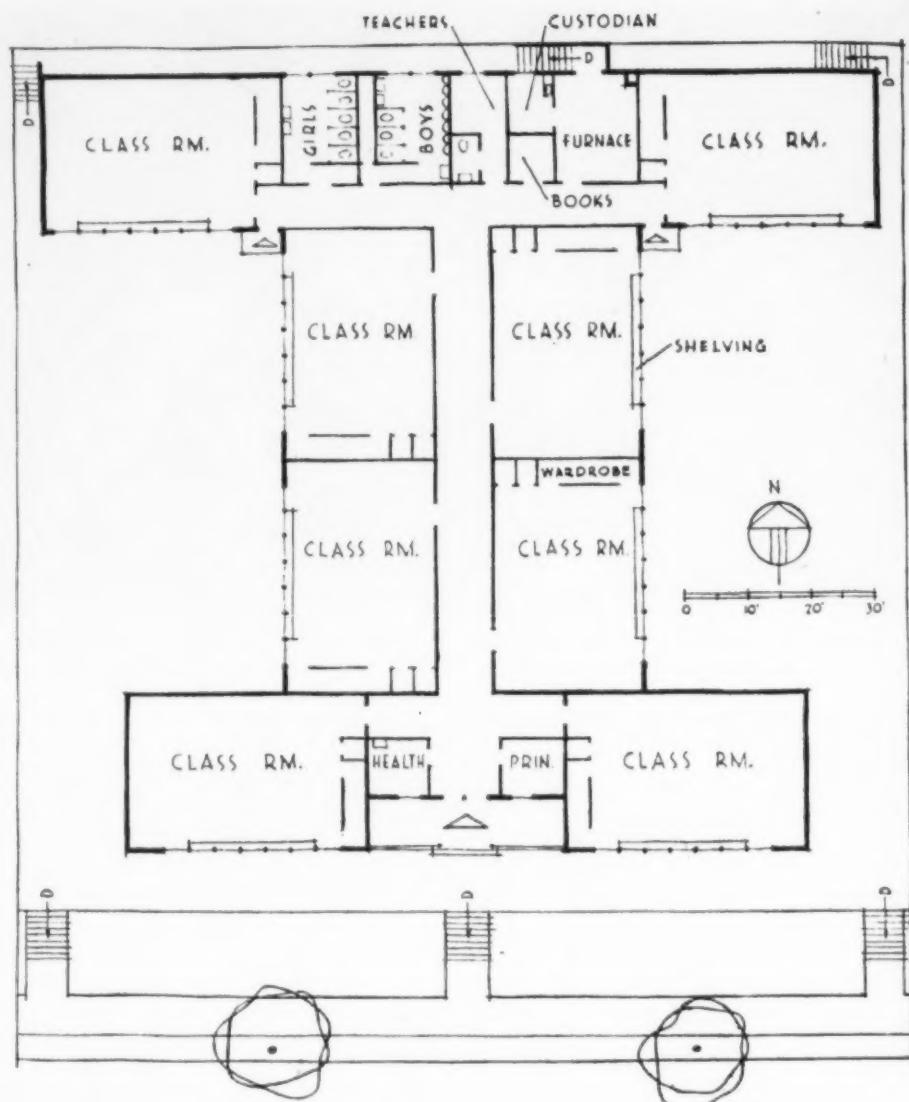
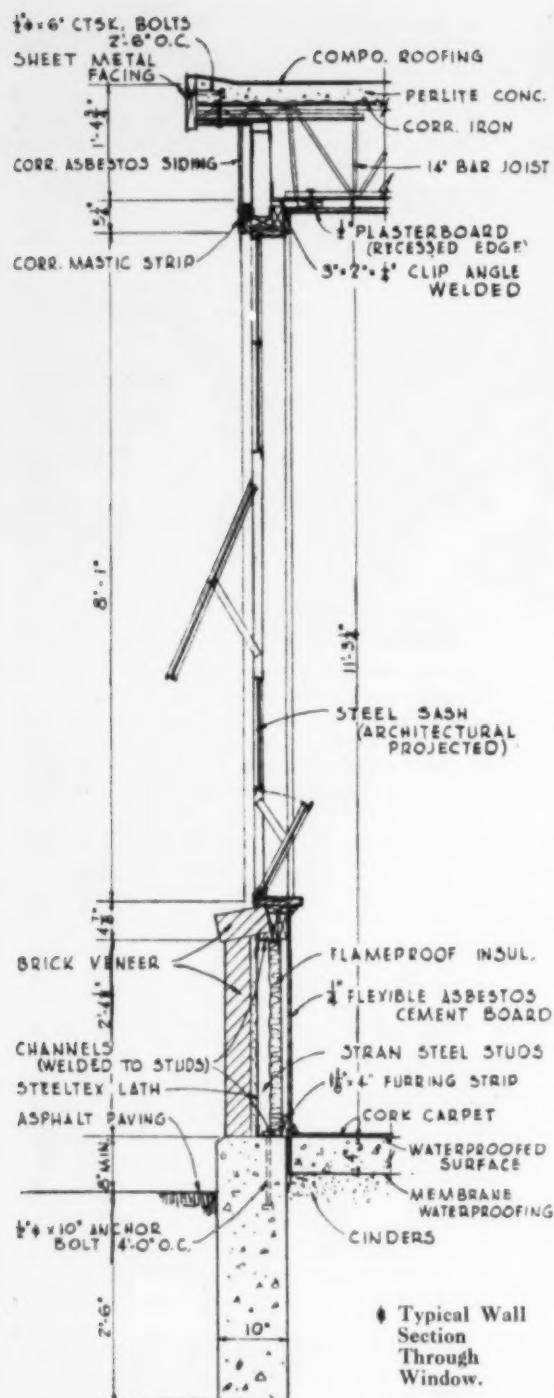
The buildings include each a school office,

a nurse's room, a retiring room for the women teachers, and storage space for the custodian's tools and cleaning materials.

The simple exterior design, worked out in



Exterior, Cole Branch School, St. Louis, Missouri. F. Ray Leimkuehler, Supervising Architect for Board of Education, St. Louis, Missouri.



◆ Floor Plan, Cole Branch School, St. Louis, Missouri. F. Ray Leimkuehler, Supervising Architect, and V. Harry Rhodes, Commissioner of School Buildings, Board of Education, St. Louis, Missouri.

pleasing materials, have made the buildings attractive and fully acceptable by the immediate neighborhood communities.

The cost per classroom is approximately \$10,000, which is much less than the conventional two- and three-story reinforced concrete structures.

A primary school of the new type can be erected in approximately four months. It is true that the buildings require more ground area than the multi-story buildings. There is, however, a considerable saving due to the elimination of stairways, second-floor toilet rooms, and corridors. It is felt that the additional land demanded by the buildings does not materially affect the favorable economic balance of the one-story schools. To a considerable extent the materials in the buildings can be salvaged. If it should be necessary to

discontinue a school, the land can readily be sold.

V. Harry Rhodes, who has been responsible for the adoption of the new type of primary unit schools, holds that these buildings are economically sound even if it is necessary to "write them off," or convert to other usage within 15 to 20 years.

The buildings are completely safe, flexible, and provide every educational facility desired in the primary school program. Mr. Rhodes holds that if the buildings should require gymnasiums, lunchrooms, and special service units, these can be provided with considerable economy.

The functional character of the buildings—educationally and economically—has been paramount as it must be in the planning and construction of all school buildings.

WORCESTER NEEDS SCHOOL-HOUSES

Worcester, Mass., public school pupils face the threat of double sessions, platoon systems, and irregular hours of attendance soon if immediate action is not taken on some phases of the Linn report, Supt. Thomas F. Power told the Citizens Advisory Committee.

Action must be taken this year, Power said, on two junior high schools; a combination elementary and junior high; two elementary schools; and a senior high school.

and a senior high school.

He noted that a year has passed since the report was made after a survey of the schools by Dr. Henry H. Linn, of Columbia University, and further population changes in the city have made speed in new school construction even more necessary. Mr. Power said the city is paying about \$23,000 annually for bus transportation of pupils from their homes to schools. "Although we have today about 25,000 children compared to 36,000 in 1933, the schools are located where the children are not," he said.

City treasurer Harold J. Tunison said junior and senior high schools could be financed by borrowing inside the debt limit but elementary schools could not. Either could be provided for in the tax levy but approval of the Legislature is needed to borrow outside the tax limit.

Subsequently Mayor Andrew B. Holmstrom, chairman of the committee, said the proposed school construction program for the immediate future would cost ten million dollars. He calculated that as the probable cost for six planned school buildings to house 6250 children.

An Educational No Man's Land in the Empire State¹

F. J. DeLaFleur²

The accompanying maps show typical school district relationships existing in and around most of the smaller cities of New York State. City schools serve, not only the pupils of the city district, but also pupils from a considerable surrounding area. The Rome city schools, for instance, serve a neighboring area of about 120 square miles, and the Ithaca city schools serve an area of about 175 square miles.

Earlier in our history, in the days of the fringe-topped surrey, cities were natural population units. As such they were also natural school districts. People lived close to their work, and city boundaries extended far enough afield to care for future population growth and consequent residential expansion. Furthermore, each of the small rural districts near the cities formed a natural attendance area, where the boys and girls were trained in the three R's when they weren't needed on the farm. Those few who were able to get a high school education generally went to the city to live, frequently at a boarding academy.

The Suburbs Develop

Cities grew rapidly, and in the time of the complicated two-man top of the old Model T, their populations had begun to spill over into adjacent areas. Schools were built to house increasing numbers of children. The boarding academy disappeared. Children from the suburban schools could come into the city high school for the day and return home at night, just as their parents could commute.

As the two-man top gave way to the one-man top, and then to the all-weather sedan, families began moving farther and farther into the country. Commuting distances were extended, but commuters tended to locate on or near main highways. Rural districts farther from the city were becoming suburbanized, but withal remained organized as rural districts. Valuations of the districts went up with the increased home building. On the other hand, mechanization of farms in the districts of the service area that were still rural meant that farms could be consolidated. Consequently, some farm homes were torn down or fell into disrepair. Also, marginal farm land tended to be abandoned. Valuations of such districts decreased at the very time the valuations of neighboring districts increased.

These changes in reality values in neighboring districts have been erratic and spotty—not at all uniform. Some have decreased, while others have increased in total valuation.

¹This article is based on the following study: DeLaFleur, F. J., and Walling, W. D. *City School District Boundaries*. New York State Education Department, Albany, 1949.

²Research Associate, Division of Research, New York State Education Department.

These trends have led to a more inequitable basis for the support of education.

Some districts have been most fortunate because they included railway yardage or a developed dam site. Today, one small district, which touches upon one of the city school districts, has railroad freight yards, and has a valuation *for each pupil* over seven times that of the *total* valuation of the poorest districts of the state. In contrast, of two districts, one in each of the areas of the accompanying maps, each has a total full valuation so small—approximately \$13,000—that the purchase of an additional ton of coal would raise the tax rate more than one mill. Obviously, equipment, supplementary textbooks, and services are going to be kept to the barest minimum in such a district. A child is definitely penalized if he happens to be born in an area where the whole school district does not have as much valuation as a single house may have in the near-by city.

Tax Rates on Full Evaluation

The same unbalanced pattern shows up in tax rates on full valuation. One rural district, fortunate in having a power dam within its boundaries, has a tax rate on full value of 1.44 mills. Contrasted with this is another district in the Rome area which has an equalized tax rate of 41.25 mills. It is the general pattern that the rich district makes less effort to support education than does the poor district.

Support for education generally is in direct ratio to the wealth of the district, but in practically all cases it is in inverse ratio to the tax effort made by the district. The district with the freight yards raises \$386 per pupil with an equalized tax rate of 4.90 mills. The district with the power dam raises \$215 per pupil with a tax rate of 1.44 mills. On the other hand, the district with the extremely high rate of 41.25 mills raises \$68 per pupil. Of the two poorest districts mentioned above, one raises \$14 per pupil with a rate of 11.00 mills, and the other raises \$12 per pupil with a rate of 9.80 mills.

We have accepted, on national, state, and local levels, the principle of equalization of educational opportunities. In the areas in and about cities we find a marked variation from this principle, for extremes exist in the range of ability, effort, and support of an educational program within a natural service area. The state has not been able to achieve such equalization through its formulas for the distribution of state aid. Year-to-year contracts between city school districts and the small neighboring districts have not served to equalize the burden of educational support in the several districts, nor do they assure that

the several districts will contribute equitably to the cost of the program which the city schools have been making available to all.

While the character of the outlying districts has been changing, changes have also been affecting the cities. In general, city populations have been increasing more rapidly than the school census populations of the city school districts, in spite of the increased number of births of the past several years. This indicates that the ratio of adults to children has increased and consequently that the child load on cities has tended to decrease. This is not peculiar to New York State cities, but is a reflection of the national trend.

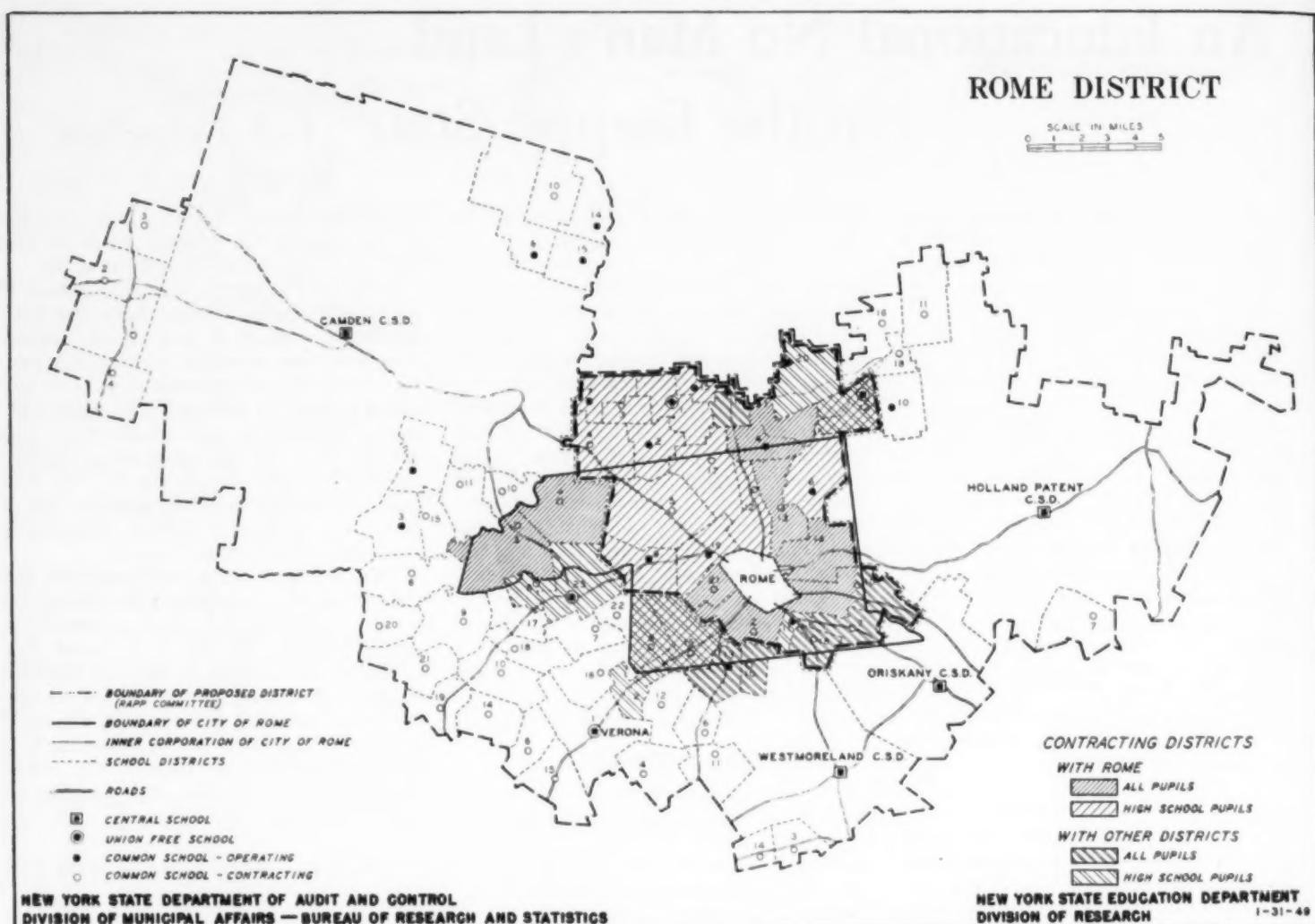
Cities have built up to their boundaries, and their populations have fanned out way beyond the city lines. Industrial sites have been developed. The cities, therefore, have passed their heyday of rapid growth. In fact, full valuation of real property in many cities has actually decreased from 1930 through 1948. The rapid increase in valuation, on the other hand, is found in the outlying areas, in the school districts nearest the cities, and extending up valleys and along main highways.

School District Reorganization Encouraged

While these conditions were developing into problems in and around cities, New York State was encouraging a reorganization of school districts in rural areas into stronger educational units, called Central School Districts. By July 1, 1949, approximately 5900 small rural districts had merged into 382 of these larger central districts. These new, enlarged districts have better school plants and offer a stronger educational program than the same districts had been able to provide through contract arrangements prior to their centralization. Through centralization, they pooled their resources and shared their support. The reorganized district had a permanence and stability which made it possible to plan to meet present and future needs of pupils of the entire district.

These Central School Districts have been successful, and the trend in later years has even been to increase their size. Yet, even in these larger districts there were many school services which needed a larger administrative unit. Therefore, state legislation has recently paved the way for the creation of Intermediate Districts in the rural areas, which will make it possible for several adjacent Central Schools to provide additional needed services.

While the state has been enacting legislation to meet educational problems in the rural areas, the districts in and around cities have



NEW YORK STATE DEPARTMENT OF AUDIT AND CONTROL
DIVISION OF MUNICIPAL AFFAIRS — BUREAU OF RESEARCH AND STATISTICS

NEW YORK STATE EDUCATION DEPARTMENT
DIVISION OF RESEARCH 1-31-48

School District Relationships in the Rome, New York, area have changed enormously in recent years because of the uneven growth of population and of property values.

found themselves in an educational no man's land. It was beginning to be recognized that educational problems were developing, along with other problems caused by city people spilling over the boundary limits of the cities. By 1938, the Regents' Inquiry³ report stated:

"While it has generally been believed that New York's problem is mainly one of providing a satisfactory administrative unit in the rural areas, this study would indicate beyond contradiction that a serious impediment to the equalization of educational opportunities exists in the present complicated situation in and around the villages and cities of the state. Many of these units are infinitely more in need of aid than are the rural areas. The problem is particularly complex among suburban towns."

This situation in and around cities had developed gradually over the years. People had grown up with the problem and they had become accustomed to it. As long as the exodus from the cities continued, and as long as the birth rate was decreasing, there was room for the absorption of the suburban

children in the urban schools. Even if the educational situation was not the best, the problems were not pressing. Therefore, there was no incentive to change. Better to let a sleeping dog lie.

Changes After World War II

Then came the War. After V-J Day everything changed suddenly. The old touring car made a modernized comeback. The fringed top of the surrey and the Model T's two-man top were replaced by a push-button top. Costs made a spectacular rise. The costs of building and running the schools climbed, too. Some city schools, which hadn't done so before, began to charge tuition. The number of births shot upward. More youngsters were being enrolled in the lower grades, both in town and country. Schools were being crowded and overcrowded. There was a real danger that the cities' own pupils would force out the nonresident pupils, and the suburbanites became uncertain and uneasy. They had nowhere to turn. Then, too, the cities needed new school buildings. There were nearly twenty years — first the years of the depression, then the war years — in which little or no building was done. The twofold needs, for

replacement and for expansion, occurred abruptly and at the same time.

The dog had suddenly bestirred himself. Relationships, on a year-to-year basis, had been assumed to be solid. Now it was suddenly discovered that they were most unstable. Plans had to be made; schools had to be built. Shifting educational relationships precluded the development of stable educational programs and adequate housing facilities.

City school authorities debated whether or not they could afford to build the extra facilities necessary to care for the future needs of the nonresidents, as well as for their own pupils. There was no way of knowing whether the nonresidents would continue to come to the city schools during the life of the building; whether they would be willing to help pay for a building, constructed with their needs in mind. Yet, the city schools needed the nonresident pupils to help maintain at a reasonable per pupil cost those marginal services that were so necessary for all the pupils.

However, districts on the outerfringe of the service area might turn to other near-by schools for educational services, if they had to help pay for a school building in the city.

³Grace, A. G., and Moe, G. A. *State Aid and School Costs, Report of the Regents' Inquiry*, pp. 82-83 (New York: McGraw-Hill Book Company, Inc., 1938).

The districts in the contracting area might get together to form their own central school district in a few years, as their population and wealth grew. If this proved to be the case, the city school district would be left alone to pay for a dead horse. This the city couldn't afford to do. Where building programs were predicated on a continuance of present contractual relationships, the situation was admittedly venturesome and unsatisfactory. Just as the threat of unstable prices or unstable currencies unsettle industrial and commercial planning, so the possibility of the loss of nonresidents confuses educational planning.

How Achieved Consolidation

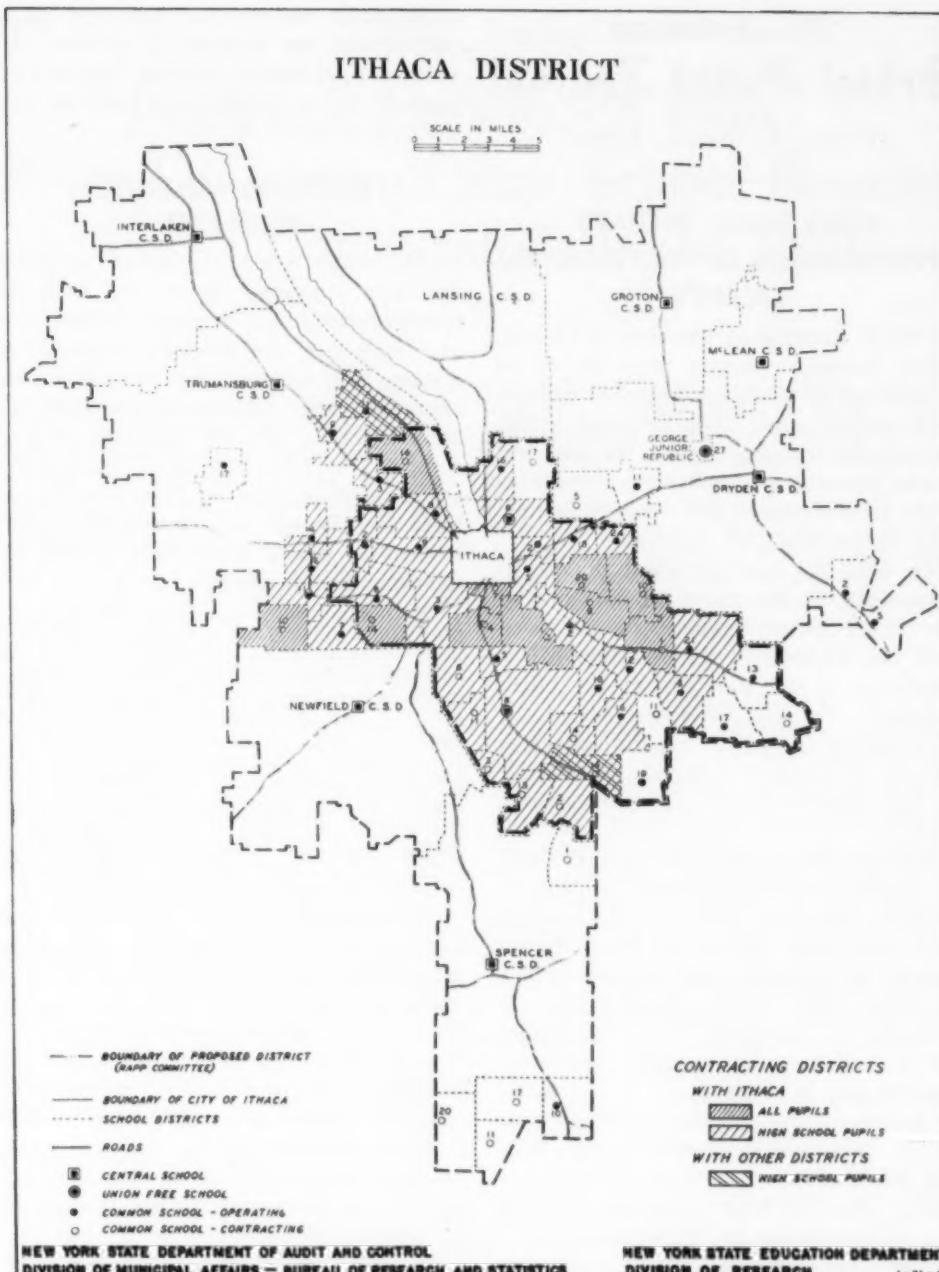
How, then, can the city school district and the suburban districts get together? How insure the permanence of organization to facilitate planning and doing? How minimize the effects of population shifts and shifts of taxable wealth within a service area? How equalize educational opportunities, and at the same time distribute the costs equitably?

Consolidation of the outside districts with the city district seems to be the only feasible solution of general application. The pressing nature of these problems furnishes the incentive for action.

However, differences in fiscal relationships between cities and city school districts have precluded a general attack upon the problems. Where a mayor appoints a board of education, or where the board of education depends upon the city council for the amount to be raised for school purposes, or if school bonds are in the name of the city, consolidation of a suburban school district and a city district is effectively barred.

Therefore, the New York State Education Department is interested in an amendment to the Education Law and the Local Finance Law which would give fiscal independence to all except the six largest cities of the state. This would meet the basic condition—that like can only be merged with like—that will enable suburban and urban school districts to consolidate.

At present, city school districts are expressly prohibited by law from sharing in a transportation quota. This quota is distributed to all other districts, however, including the suburban districts which transport their pupils to the city schools. Therefore, there are now a multiplicity of contracts for transportation within a service area. A single transportation system covering the same area would reduce costs, but under present law none of the cost would be borne by the state. All of it would have to be carried by the new enlarged city districts. This would make consolidation costly to local taxpayers and consequently, would hinder consolidations. Present laws, therefore, tend to perpetuate a costly setup. Transportation will be just as necessary for the pupils of suburban areas after consolidation as before. An amendment to the transportation section of the State Education Law which would include greater city school districts in



The school problems of the Ithaca, New York, district, which has grown enormously, would be solved more easily if the school laws would facilitate economical consolidations.

its application would, therefore, facilitate consolidation, and at the same time promote economies in operation, both at the state and local levels.

Debts Pose Obstacles

Another obstacle to consolidation of suburban and urban districts is the disposition of debts already incurred by school districts in the service areas. No debt-free district will be willing to assume obligations of debt-ridden districts. The State Education Law provides that a school district which is party to a centralization shall continue its identity, notwithstanding its centralization, until such time as the indebtedness owing at the time of centralization has been satisfied. This provision should be extended to include

all districts consolidating to form a greater city school district.

The above obstacles to consolidation effectively obstruct a desirable reorganization of school services throughout the whole of a natural service area, and should be removed. While any reorganization other than consolidation would impair the educational program of the city school district, it is not essential to its continuance, for city districts are large enough to justify and support an educational program. Consolidation is essential, however, to the suburban districts, because many districts can make no possible substitute arrangements and others can't find any available that are satisfactory. If they don't consolidate, they certainly can't care for even the barest

(Concluded on page 82)

The American School Board Journal

William C. Bruce, Editor

WHO SHALL INITIATE APPOINTMENTS OF PROFESSIONAL TALENT?

IN THE selection of teaching and supervisory service, authority must be vested in someone to recommend, and in another to accept or reject. The accepted procedure in city schools delegates the initiative in the selection of professional personnel to the superintendent and reserves the final voice to the board of education.

To hold the superintendent of schools responsible for the successful operation of the school system implies that he must have full freedom in the selection of his associates. If the members of the board undertake the selection regardless of the recommendations of the superintendent, it becomes illogical to hold him responsible for the competence of supervision and instruction.

Notwithstanding the fact that we have established school-administrative policies, disagreements here come to the surface with distressing frequency. The superintendent recommends; the board members proceed to make an independent choice of a teacher or principal. A conflict ensues and an embarrassing situation is created. A recent case in Washington, D. C., affecting a principalship, has attracted wide attention. The evidence points to the fact that the superintendent made a wise nomination which the board overruled in favor of a person chosen by the majority.

There are communities in which the board of education yields altogether too readily to pressure in the direction of favoritism. The superintendent who makes his recommendation strictly in line with his professional judgment and experience in administration will have a hard row to hoe. He may suffer some humiliating antagonism.

In smaller cities, the superintendent who is brave enough to recommend a non-resident for appointment as against a local candidate, faces a real test of professional integrity and strength of character. He is on the unpopular side of the argument. The presence of local interests may defeat him.

Where a serious disagreement has occurred over a professional appointment, the board of education can prove its sincerity only by asking the superintendent to make an alternate recommendation. Any

other action implies a presumption that a majority of the membership considers its judgment superior or is giving way to some purpose that is inconsistent with the best interests of the children.

PROFESSIONALIZATION INDICATED

IN Worcester, Mass., the school committee has been struggling for a year with the recommendations of a school building survey including the obvious necessity of erecting a number of new schools and reorganizing the business division of the administration. Dr. H. H. Linn, one of America's soundest and most conservative school-business experts, recommended as basic for the office of assistant superintendent in charge of business affairs the following qualifications:

This position calls for a college graduate with professional training and experience in the school field, as he must have a broad knowledge of educational objectives and practices. He must understand the functional planning of new buildings. . . . He will be called upon to determine the practicability of making temporary adaptations within a building in emergency cases. He will be expected to draw up specifications for educational equipment. He should understand the requirements of school custodial standards, including temperature, lighting, and ventilation needs. He should have had experience in directing the operation and maintenance of a school plant. . . .

The administration of the business aspects of city school systems will grow measurably in efficiency when men of strong personality, fitted with the training Dr. Linn recommends, head up the school-business offices. In the past, the practice of hiring only a local business executive or certified accountant, or worse, a man with political qualifications but lacking a job, has not always enabled the school board and the superintendent to get the service the schools need.

At present we are in a transitional stage. The majority of business managers are career men with high ideals. They are mostly recruited from business and their understanding of education and educational problems has been picked up in the stress of experience in office. Through their national and local organizations and through very limited help from the universities, they have been educating themselves. They are for the most part doing magnificent work in accounting, budgeting, personnel management, and building upkeep. Very few have achieved the success they might in influencing better means of income for the schools; they are fearful of throwing their full weight into better public relations; the superintendents have not encouraged them to master the philosophy underlying many aspects of their jobs.

Ultimately city school systems will employ men of the training and ability Dr.

Linn recommends. To his list of needed qualifications we would add three to five years' successful experience in the management of a commercial or manufacturing business. When such fully trained men are available the school boards will be required to pay higher salaries than now prevail. And, unless the superintendents desire multiple forms of administration, they must recognize such men as professionals in their field, to be subjected to controls only in so far as educational outcomes are affected and good balance in the total job of the schools is to be maintained.

SCHOOL DISTRICT CREDIT

A WISCONSIN city recently floated a bond issue for completing a section of its new high school, at a net interest rate of 1.11 per cent. The community enjoys a triple-A rating, due in part to the favorable debt and tax picture, and the city's long record of conservative municipal and school financing.

During the same week in January, another midwest city sold a substantial issue of school bonds, at a net interest rate of 3.25 per cent. Local bankers bought the bonds. The investment houses in the large centers either were not interested or had no chance to bid. Whatever the cause, the school district has a relatively unsatisfactory financial rating, earned in years past by an unfavorable tax and debt record. The taxpayers must meet an interest rate nearly three times as high as the Wisconsin town.

Better evidence than the two cases just cited could not be found to prove the fiscal interdependence of local municipalities and school districts. Unwise tax policies on the part of the city council or school board are certain to reflect on the welfare of both branches of government.

Necessary as is the fiscal independence of the school board, as an agency of the state, this legal freedom from the dictation of a city council and the local tax executive, is not a directive for ignoring the city. It is in fact an added responsibility to hold up the total financial reputation of the community and to realize that the taxpayer can carry just so large a burden and no more.

The real task of the school board and its executive is to thoroughly understand the total local situation, to develop favorable public relations, and to insist on mutual consideration, if not co-operation, in the development of long time as well as current financial programs. On such consideration the board can then build a progressive program of needed building construction and repair.

March, 1950

SCHOOL BOARD JOURNAL

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EDUCATION AS A HUMAN RIGHT

THE declaration of Human Rights by the United Nations General Assembly contains only two articles relating to education, and these are so brief and general that they will fit into almost any public system of education or any plan of instruction engaged in by a substantial group in a civil-social unit.

ARTICLE 26 — 1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available. Higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations and racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have the prior right to choose the kind of education that shall be given to their children.

ARTICLE 26 — 1. Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Sec. 2 of Art. 26 is particularly open to broad interpretation, depending on the understanding of the human personality as a mere organism, or a member of a civil and economic society, or as a spiritual-physical being, "an incarnation of the divine manifold." Upon the effects of our system of education on the individual will depend the progress of our country and finally the rebuilding of our failing culture.

Our education during the next decade must contribute strongly to the rebuilding of our culture, to the overcoming of the inroads which have been made upon it by the systems of philosophy which hold that a sensory world is the only reality. These philosophies have caused the present confusion in all thought — ethical, social, scientific, and political. Without them the Communistic infiltration into our social and political structure could not have taken place. Our country needs a type of culture which Sorokin terms "integralist," and which has underlying it a system of truth that embraces as its major premise a system of true reality and value that has "sensory, logical, and supersensory and superrational aspects. Its empirical aspect can and should be studied by empirical science; its rational aspect, by logic and dialectics of the human mind — mathematical and syllogistic; and its metasensory and metalogical dimensions can and should be comprehended through superrational and supersensory intuition — religious, aesthetic, ethical, scientific, technological, and so on."

"All Aboard" —

National Association Issues New Directory of State School Boards Associations and Calls the Roll

*Edward M. Tuttle**

While this issue of the JOURNAL is running off the presses, the annual convention of the N.S.B.A. will be taking place in Atlantic City. Since the plans and program for the meeting have been given in previous issues, and since a report of the convention proceedings must wait until next month, this seems like a good opportunity to take inventory of just where the school board movement stands today.

In January, the National School Boards Association issued from its headquarters at 450 East Ohio Street, Chicago 11, Ill., a revised directory of state association presidents and secretaries. This information is included in the following "Roll Call," but anyone desiring a copy of the directory may secure it by writing to the above address.

As of February 1, there were known to be 40 state associations of school boards under one name or another. Of these, 32 were officially affiliated with the National Association, and 29 had signified their intention of sending delegates to the convention in Atlantic City.

Following is a condensed summary of the status of the school board movement in each state in so far as the National Association office has received information:

Alabama

Alabama State Association of County and City Board Members and Executive Officers (not affiliated). **President:** Dr. W. E. Allen, Board of Education, Selma; **Voluntary Secretary:** N. F. Nunnelley, County Superintendent of Schools, Talladega. Organized June 16, 1949, as a combination board and professional association, it is just getting started. In practice the long name is being shortened to Alabama School Boards Association. Annual meeting, March 29, 1950, in Birmingham.

Arizona

Arizona State-Wide School Board Association (affiliated). **President:** Dr. C. W. Sechrist, 9 North Leroux St., Flagstaff; **Voluntary Secretary:** Dr. Taylor Hicks, 303 South Washington St., Prescott. Organized, May 1948, this association is beginning to take an active part in Arizona educational affairs. Officers communicate with membership through special mimeographed Bulletins. Annual meeting, April 15, 1950, in Phoenix.

Arkansas

No present association. The National Association office has received several inquiries from board members and superintendents indicating an interest in bringing about the organization of a School Boards Association.

California

California School Trustees Association (affiliated). **President:** J. Paul Elliott, 639

*Chicago, Ill.

South Spring Street, Los Angeles; **full-time Executive Secretary:** Mrs. I. E. Porter, Professional Building, Bakersfield. Organized in 1931, this is one of the well-established state associations with a considerable number of County Association subsidiaries. Schedule of dues, based on average daily attendance per district, ranges from \$5 to \$100 in seven classifications. Approximately two fifths of the boards in the state are enrolled. Publication: *The bimonthly California School Trustees Bulletin*. Annual meeting, held October 2-5, 1949, in Santa Cruz.

Colorado

The Colorado Association of School Boards (affiliated). **President:** Robert Gustafson, Box 359, Grand Junction; **Voluntary Secretary-Treasurer:** Calvin Grieder, University of Colorado, Boulder, has long been actively interested in the school board association movement, state and national. Organized in 1940, has dues schedule in four classifications, based on average daily attendance, ranging from \$5 to \$20 and enrolls approximately one sixth of the 1800 boards in the state. Publication: *The Colorado School Board Bulletin*, bimonthly. Annual meeting, April 13-14, 1950, in Denver.

Connecticut

Connecticut Association of Boards of Education (affiliated). **President:** Dr. Robert H. Motten, 30 Center St., Wethersfield; **Voluntary Secretary:** Sigmund Adler, Rocky Hill. Organized in 1938, this association enrolls close to 100 per cent of the 170 boards, on a nominal schedule of dues in three classifications, based on total population, ranging from \$4 to \$6. Annual meeting, held December 2, 1949, in New Britain.

Delaware

Delaware Association of School Boards (not affiliated). **President:** W. Reily Brown, Wyoming; **Voluntary Secretary:** Weston H. Ellis, Lewes. Organized since 1944, enrolls some 75 of the approximately 130 boards in the state at a flat rate of \$1 per board. Annual meeting, held in December, 1949.

Florida

Florida School Board Association (affiliated). **President:** James A. Henderson, Coral Gables; **Voluntary Executive Secretary:** Ed. Henderson, 6 Centennial Building, Tallahassee. Organized in 1930, now has schedule of dues based on the number of teacher units in each of the 67 boards in the state. Annual meeting, April, 1950.

Georgia

Georgia Association of Superintendents, Board Members, and Trustees (not affiliated). **President:** William F. Smith, Folkston; **Voluntary Secretary:** Dr. M. D. Collins, State

Department of Education, Atlanta 3. Date of organization not known. No schedule of dues. Annual meeting, March, 1950.

Idaho

The Idaho State Trustees Association (affiliated). President: Grant L. Stowell, 414 West Center St., Pocatello; part-time Secretary-Treasurer: J. C. Eddy, 100 North Garden St., Boise. Organized in 1942, this is now one of the most active and growing state associations. A new schedule of dues has been adopted, based on the number of teachers per district, with eight classifications ranging from \$10 to \$100. Communication with members is by monthly mimeographed letters. Seven sectional meetings of trustees were held in the fall of 1949. Annual meeting, March 9-10, 1950, in Boise.

Illinois

Illinois Association of School Boards (affiliated). President: J. Reinhard Wilson, Centralia; full-time Executive Director: Robert M. Cole, 306½ East Monroe Street, Springfield, has two full-time Field Secretaries associated with him. Organized in 1913, this state association has become in recent years the strongest in the nation in point of budget and personnel. Schedule of dues, based on assessed valuation of districts, in 14 classifications ranging from \$15 to \$250. Approximately 1000 Boards enrolled, representing over 80 per cent of the children of the state. Publication: *Illinois School Board Journal*, quarterly; *School Board News Bulletin*, once a month or oftener; a School Board Reference Library; and numerous special pamphlets. Thirty-fifth Annual Conference was held in St. Louis, November 13-15, 1949.

Indiana

Indiana School Boards Association (affiliated). President: O. H. Roberts, Jr., 718 Citizens National Bank Building, Evansville 17; part-time Executive Secretary: Maurice E. Stapley, Indiana University, Bloomington. Organized as an independent association on March 16, 1949, this association held its first annual meeting, November 30, 1949, in Indianapolis and adopted a schedule of dues, based on assessed valuation, in 11 classifications ranging from \$25 to \$125. Published *The Indiana School Board Member*, a 36-page manual, and began in January, 1950, to issue an attractive *I.S.B.A. Mimeocast*.

Iowa

Iowa Association of School Boards (affiliated). President: Dr. Carl C. Kesler, 2168 Linden Drive, S.E., Cedar Rapids; part-time Executive Director: Don A. Foster, 401 Shops Building, Des Moines. Organized in 1928, this association incorporated and adopted a new constitution at the annual meeting in Des Moines, October 13-14, 1949. Enrolls approximately 500 boards on a schedule, based on total population, ranging from \$5 to \$50 in seven classifications. Publishes a *School Board News Bulletin* monthly.

Kansas

The Kansas Association of School Boards (affiliated). President: W. J. Gruber, Board of Education, Hutchinson; full-time Executive Secretary: Carl B. Althaus, University of Kansas, Lawrence. Organized in 1918, this association has a schedule of dues, based on assessed valuation, in eight classifications ranging from \$4 to \$50 and enrolls approxi-

THE ESSENCE OF GOOD TEACHING

"Never fail to commend worthy work, but leave the feeling that it could be better."

— Alice G. McCloskey.

The author of these words, founder and first editor of the *Cornell Rural School Leaflet*, 1907-1915, was a great teacher of teachers in New York State a generation ago. Her thought was that teachers and leaders of all kinds should be quick and generous with praise, because of the joy and stimulation it gives to the recipient, be he child or adult. But at the same time, care must be taken not to induce complacency or self-satisfaction. No work, however good, is perfect, and there is always the chance to do better. Growth comes through continued effort, and each accomplishment develops powers for greater accomplishment another time. A school board will do well to employ this fundamental principle in dealing with its administrator and professional staff. — E. M. T.

mately 150 boards. Annual meeting was held in Topeka, October 29, 1949.

Kentucky

Kentucky School Boards Association (affiliated). President: A. B. Austin, Murray; part-time Executive Secretary: L. E. Meece, 135 North Arcadia Park, Lexington 10. Organized in 1936. Schedule of dues, based on number of teachers, in three classifications from \$10 to \$25. Publications: *The Kentucky School Board Journal*, bimonthly; *Manual for School Board Members*, 1949 revision. Annual meeting, April, 1950.

Louisiana

Louisiana School Boards Association (affiliated). President: F. A. Keelen, Zwolle; full-time Executive Secretary: Fred G. Thatcher, P. O. Box 8986, University Station, Baton Rouge 3. Organized in 1938, this association is strong and compact, with 100 per cent membership of the 67 boards in the state at a flat rate of \$200 per board per year. Its publication, *The Boardman* which appears monthly (except July and August) is one of the most effective state journals. Annual meeting, March 12-14, 1950, in New Orleans.

Maine

No present association. A recent inquiry from the State Commissioner of Education indicated that "there is interest in Maine at the present time in organizing an Association of School Board Members" and asked for information.

Maryland

No present association and no inquiries to date.

Massachusetts

Massachusetts Association of School Committees (affiliated). Acting President: Mrs. Wilson Roads, 7 Beach St., Marblehead; Voluntary Secretary: Mabel H. Keating, Burlington. Organized in 1946, this association already enrolls about two thirds of the boards in the state. Dues are in two classes of \$5 and \$10 based on A.D.A. Six regional groups are organized in the state. Annual meeting, May, 1950.

Michigan

Michigan Association of School Boards (affiliated). President: Grant Burns, 15784 Woodland Drive, Dearborn; part-time Executive Secretary: Wesley E. Thomas, 723 North Magnolia Avenue, Lansing 12. Newly organized in the spring of 1949, this association held its first annual meeting at East Lansing, September 29, with nearly 500 in attendance. Schedule of dues from \$5 to \$100 in four classifications, based on number of teachers employed. Mimeographed *Bulletin*.

Minnesota

Minnesota School Board Association (affiliated). President: Myron W. Clark, Stewartville; Voluntary Secretary-Treasurer: Dr. A. E. Jacobson, Thief River Falls. Organized in 1921, this association enrolls approximately 1000 boards on a schedule of dues ranging from \$3 to \$30 for four classes of districts which will be increased shortly. Publications: *The Minnesota School Board Journal*, monthly (except July and August); *Handbook*, 1944. Annual meeting, February 1-3, 1950, in Minneapolis.

Mississippi

No present association. There have been several inquiries from leaders in Schools of Education in two state institutions, and interest seems to be growing.

Missouri

Missouri Association of School Boards (affiliated). President: Mrs. Irma H. Friede, 3021-A Allen Avenue, St. Louis 4; Voluntary Executive Secretary: Mrs. Hazel Williams, State Department of Education, Jefferson City. Organized in 1942, there are five classifications for dues based on assessed valuation, ranging from \$1 to \$15. Publication: *Bulletin of the M.A.S.B.* Annual meeting was held in St. Louis, November 2, 1949.

Montana

Montana School Boards Association (not affiliated). President: Victor Gibson, Great Falls; part-time Secretary: J. L. Gleason, Sr., Box 669, Livingston. Organized in 1926, this association now enrolls approximately one third of the boards in the state. Four classifications of boards with dues from \$10 to \$30. Publication: *The Trustee*, bimonthly. Annual meeting, the 24th, was held in Billings, November 7-8, 1949.

Nebraska

The Nebraska State School Boards Association (affiliated). President: Lucien Fuhrmeister, R.F.D., Fremont; Voluntary Executive Secretary: University of Omaha. Organized in 1919, enrolls approximately 250 boards. Dues, based on number of teachers, in three classifications, \$6 to \$20. Publishes *Proceedings* of annual conventions, and the *Nebraska School Board News*. Annual meeting, February 7-8, 1950, in Grand Island.

Nevada

No present association and no inquiries to date.

New Hampshire

New Hampshire School Boards Association (not affiliated). President: Elmer H. Southard, Littleton; Voluntary Secretary-Treasurer: Paul E. Farnum, State Department of Education, Concord. Organized since 1944, this association enrolls approximately 100 boards at nominal fees of from \$1 to \$10 based on

(Continued on page 58)

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(Continued from page 56)

A.D.A. Annual meeting was held December 3, 1949, in Laconia.

New Jersey

State Federation of District Boards of Education of New Jersey (affiliated). President: Charles M. Phillips, Hammonton; part-time Secretary: E. W. Kilpatrick, Hackettstown. Organized in 1913 by an act of the Legislature which set a limit of \$10 per board on dues. There are 560 boards in the state, 100 per cent enrolled. An effort is underway to liberalize this limitation. Semi-annual meetings were held in Trenton on June 3 and on December 2, 1949.



New Mexico

New Mexico School Boards Association (not affiliated) is the newest of the state associations. An organizational meeting was held in Santa Fe, February 3, 1950, with Ray Soladay, Board of Education, Carlsbad, as Acting President. No report on the meeting had been received at this writing.

New York

New York State School Board Association, Inc., (affiliated). President: J. Robert Chalmers, Williamsville; full-time Executive Secretary: Everett R. Dyer, 9 South Third Avenue, Mount Vernon. Organized in 1919 and reconstituted in 1933, this association is

at present second only to Illinois in size of budget and activity. Schedule of dues, based on number of teachers, includes nine classifications ranging from \$15 to \$250. Publications: *The Journal*, published five times a year, and a number of special bulletins and pamphlets. Annual meeting, with over 2000 in attendance, held October 23-25, 1949, in Syracuse.

North Carolina

North Carolina State School Board Association (affiliated). President: Thomas A. Banks, Board of Education, Raleigh; Voluntary Executive Secretary: Guy B. Phillips, University of North Carolina, Chapel Hill. Organized in 1937, this association enrolls a majority of the 171 boards in the state at a flat rate of \$3 per board per year. Annual meeting was held in Chapel Hill, December 7, 1949.

North Dakota

North Dakota School Officers Association (affiliated). President: Marvin S. Kirk, Devils Lake; Voluntary Secretary-Treasurer: D. B. Allen, Walcott. No information on date of organization, dues, or publication. Annual meeting was held in Minot, October 19-21, 1949.

Ohio

No present association.

Oklahoma

Oklahoma State School Boards Association, Inc. (affiliated). President: Ira Williams, Box 994, Oklahoma City 1; Voluntary Executive Secretary-Treasurer: H. E. Wrinkle, Faculty Exchange, Norman. Organized in 1946, this is one of the active and growing associations. Schedule of dues, in four classifications, based on number of teachers, ranges from \$3 to \$15. Publications include a *Bulletin* and a *Handbook*. Annual meeting was held in Oklahoma City, October 12, 1949.

Oregon

Oregon State Association of School Boards (affiliated). President: H. L. Skirvin, Harrisburg; part-time Executive Secretary: Victor W. Doherty, 1638 Columbia, Eugene. Organized only two or three years ago, this association is handicapped by an Attorney General's ruling against the use of local public funds for dues. Is doing its best to keep active while the situation is being corrected. Held annual meeting in Eugene, December 5, 1949.

Pennsylvania

The Pennsylvania State School Directors' Association (affiliated). President: Dr. William B. Grove, Board of Education, Mercersburg, Pa.; full-time Executive Secretary: P. O. Van Ness, 222 Locust St., Harrisburg. Organized in 1896, this is the oldest state association in the country. Well established and influential in many directions with numerous county subsidiaries. Has just adopted a new schedule of dues to provide a much larger budget. Publications: *The Bulletin of the P.S.S.D.A.*, quarterly, and many miscellaneous pieces. Annual meeting held in Harrisburg, February 1-3, 1950.

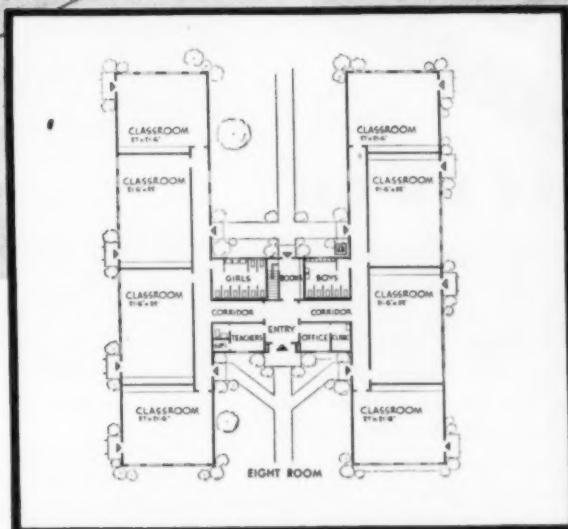
Rhode Island

Rhode Island Public School Officials Association (not affiliated). President: (Vacancy); Voluntary Executive Secretary: Dr. Lucius A. Whipple, R. I. College of Education, Providence 8. Organized in 1930, this association has recently had a hard time to keep going

(Concluded on page 60)



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(Concluded from page 58)
and is practically inactive at present. There are some signs of reviving interest.

South Carolina

No present association, but a recent inquiry as to how one might be organized.

South Dakota

Associated School Boards of South Dakota (affiliated). President: Russell B. Creaser, Watertown; Voluntary Executive Secretary: D. B. Doner, Brookings. Organized in 1938, but legalized by state law in 1949, this association is now growing rapidly in size and activity. Publication: *South Dakota School Boards*, bimonthly, under a separate editor, T. M. Risk, University of South Dakota, Vermillion. Annual meeting was held at Sioux Falls, October 17-18, 1949.

Tennessee

Tennessee School Boards Association (affiliated). President: F. H. Trotter, 125 North Seminole Drive, Chattanooga; full-time Executive Secretary, subsidized by the State Department of Education: W. A. Shannon, 409 Seventh Avenue, North, Nashville. Organized in 1939, this association is dependent on dues from individual board members until the use of public funds can be legalized. Is vigorously organizing and planning for an independent future. Publication: *Tennessee School Board Bulletin*, monthly. Annual meeting was held in Nashville, January 12, 1950.

Texas

Texas Association of School Boards (affiliated). President: Dr. Ray K. Daily, 1117 Medical Arts Building, Houston; part-time Executive Director, loaned by the School of Education: Dr. A. L. Chapman, University of Texas, Austin. Organized in 1941, this association has had a limited membership and small budget. Plans were laid for greatly increased activity at the annual meeting in Fort Worth, November 25, 1949.

Utah

Utah State School Board Association (affiliated). President: Melvin Wilson, Payson; part-time Executive Secretary: David Tarbet, 101 West Center, Logan. Organized in 1923, this association enrolls 100 per cent of the 40 boards in the state on a limited schedule of dues, which it plans soon to increase. Exerts considerable influence in educational affairs. Published *Handbook for Utah School Board Members*, 1946. Annual meeting was held in Salt Lake City, December 14, 1949.

Vermont

Vermont State School Directors Association (not affiliated). President: Carroll M. Pike, Stowe; Voluntary Secretary-Treasurer: Mrs. Lucie E. Chase, Plainfield. Organized in 1930. No information on dues, membership, publication, or meeting.

Virginia

Virginia Association of School Trustees (affiliated). President: Edwin T. Coulbourn, Suffolk; part-time Executive Secretary: (vacancy). Organized in 1934. Dues based on individual board membership. Published an excellent handbook, *Virginia School Boards* in 1948. Annual meeting was held in Richmond, November 4, 1949.

Washington

Washington State School Directors' Association (affiliated). President: L. F. Echelbarger, Alderwood Manor; full-time Executive Secretary: Walter A. Seaman, Box 748, Olympia.

Organized in 1921, this is one of the strong and influential associations in the country with 100 per cent membership of the boards in the state. Dues of \$5 per board member are established by state law, but this is proving restrictive as district reorganization proceeds, and modification will be sought. Publication: *School Directors News-Letter*, bimonthly. Annual meeting was held in Walla Walla, November 30-December 2, 1949.

West Virginia

No present association.

Wisconsin

Wisconsin Association of School Boards (affiliated). President: John O. Berg, Superior; part-time Executive Secretary: Mrs. Letta Bannerman, 1220 Highland Park Blvd., Wausau. Organized in 1920, this association is increasingly active. Plans are under way to step up schedule of dues to provide adequate budget for full-time services. Publication: *Wisconsin School Board News*, quarterly, under separate editor, N. E. Masterson, 200 Strong Avenue, Stevens Point. Annual meeting, April 14, 1950, in Milwaukee.

Wyoming

Wyoming School Trustees Association (affiliated). President: Everett Anderson, Route 2, Torrington; part-time Executive Secretary: Mrs. Keith Holmes, Little Bear Route, Cheyenne. Organized in 1934, this is a small, but growing association. Annual meeting was held in Casper, November 28, 1949.

PERSONAL NEWS OF SCHOOL OFFICIALS

► WILLIAM R. WOOD, of Evanston, Ill., has been appointed as specialist for junior colleges and lower divisions in the Division of Higher Education of the U. S. Office of Education. Dr. Wood has been serving as president of the Illinois Association of Junior Colleges during the past year.

► SUPT. H. M. COULTRAP, of Geneva, Ill., has resigned, after 38 years of service during which he built up the schools from a small high school and two elementary schools, to a balanced urban school system. During his administration, a community high school and two new elementary buildings were erected, the curriculum was expanded, and special teaching services established. At present plans are under way for a school building remodeling and expansion program. Mr. Coultrap has based his administrative policies on the idea of respect for the personalities of teachers and children. Teaching methods have recognized individual differences and abilities and a strong effort has been made to seek the greatest possible development of each child. Mr. Coultrap has held positions of leadership in midwest and state professional organizations.

► LAWRENCE E. TODDHUNTER has been elected assistant superintendent in charge of elementary schools and special education, at Fresno, Calif.

► ALFRED WHITNEY GRISWOLD has been elected president of Yale University, to succeed Dr. Charles Seymour, who will retire July 1.

► MRS. LUCY J. B. BURT, 89, superintendent of schools in Bennington, Vt., 50 years ago, died in Bennington.

► SUPT. JOHN F. HUGHES, of El Dorado, Kans., has announced his retirement to take effect August 1, 1950. Superintendent Hughes will complete 24 years of service with the El Dorado schools.

► SUPT. M. D. FORREST, of Corning, Ark., has been re-elected for a new three-year term.

► SUPT. W. H. NORWOOD, of Corsicana, Tex., has been re-elected for a three-year term.

► SUPT. GEORGE S. PORTMAN, of Sulphur Springs, Tex., has been re-elected for his fifth term.

SCHOOL BOARD CONVENTIONS

NEBRASKA SCHOOLS NEED FINANCIAL HELP

Farm leaders of Nebraska, speaking before the Nebraska School Boards Association February 7, in Grand Island, gave warning that unless those interested in bettering the schools take a practical and unified approach to solve its financial problems, the present situation will continue to grow worse. President Lucien Fuhrmeister presided.

Charles Marshall, president of the Nebraska Farm Bureau Federation, cited a diminishing interest in state aid to education as farm income decreases and warned that the next legislative session might be the last chance to enact a workable program of equalizing educational opportunities and school tax burdens.

B. V. Holmes, of the Nebraska State Grange, said that the Grange would never go along for a sales tax, unless the major portion of the revenue is earmarked for school purposes.

Ed Bottcher, in his talk, showed the vast inequalities in the present school tax situation, and pointed out that the differences in school mill levies is due to the low-levy schools having a large number of tuition students at \$216 per pupil. He showed the amount of money required to enable these schools to operate on a 16-mill levy. The figures ranged from \$1,000 in one district to over \$72,000 in Nebraska City.

Max Brown, of the State Co-operative Council, stressed the necessity of bringing the true situation of the schools before the people. The press and the radio are doing an excellent job, he said, but there is need for further channels of information.

Stanley Hawley discussed the new accreditation law, and Dr. Wayne O. Reed, state superintendent, gave a report on the state redistricting activities under the new law. A business and taxpayers' panel was held, with Clarence Kirkland, Omaha, in charge. At the educators' panel, headed by Ray Rummel, there were several helpful talks by Dr. Harry A. Burke, Omaha, Lloyd E. McCann, Waukon, Dr. Earle Wiltse, Grand Island, and Dr. Barton L. Kline, Beatrice.

The meeting closed on February 8.

MINNESOTA SCHOOL BOARDS DISCUSS SCHOOL CONSOLIDATION

Controversy over reorganization and consolidation of school districts occupied the attention of members of the Minnesota School Boards Association at its annual meeting held February 1-3, at Minneapolis. T. C. Engum, director of rural schools for the state department, pointed out that there are 463 fewer school districts in Minnesota today. Clair Dotzenrod, Preston, said that when an area voting on reorganization includes an urban area, rural districts are at the mercy of the urban centers. C. P. Crawford, Winona, also spoke. A. E. Jacobson, secretary of the Association, pointed out the provisions of the law.

Alvin T. Stolen, Duluth, said that school board members and administrators must be concerned with only one thing, what will provide the best education for each child. Dr. Laurence Gould, Northfield, spoke on the topic, "The Welfare State as I See It."

Edward M. Tuttle, Chicago, speaking at the evening session, took for his topic, "In Association There Is Strength."

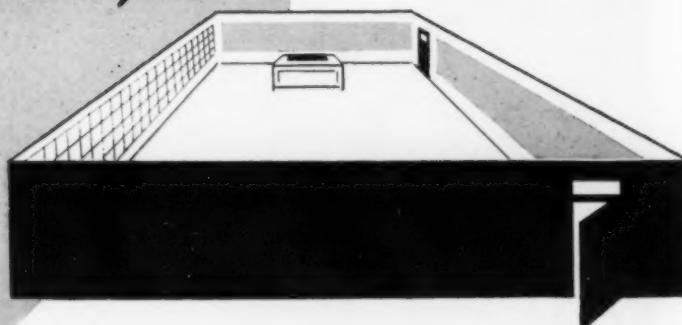
Mrs. Oscar Hedin, Willmar, was given a distinguished service award in recognition of the completion of 22 years of school board service.

The Association elected officers for 1950. Otto W. Barbo, Braham, was elected president, and Oscar H. Paschka, Chaska, was named vice-president.

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TENNESSEE SCHOOL BOARDS HOLD MEETING IN NASHVILLE

The Tennessee School Boards Association, at their annual meeting in Nashville, January 12, discussed a variety of subjects connected with the duties and functions of school boards in the state.

Commissioner J. M. Smith, in his address, presented problems which are confronting school systems in Tennessee. These he said, are teacher employment, adequate school buildings, floating of bond issues and providing capital outlay funds, expenditure of funds, and individual authority of school boards.

Dr. Olin Graff and staff, of the University of Tennessee, presented a splendid report on the training of school administrators by the University Graduate School. Emphasis was placed on the work of instructors in the field as well as

in the classroom. The relation of superintendents, supervisors, and principals to the community was explained.

W. E. Turner, of the State Department of Education, gave a talk on "The Board's Responsibility to the Negro Child."

The Association adopted 22 resolutions, including one favoring the passage of a bill in the legislature to recognize the Association by statute and to permit the payment of dues for its welfare from the public funds of cities and counties in the state.

The Association elected F. H. Trotter as president; Rhea V. Taylor as first vice-president; C. C. Uffelman as second vice-president; and E. H. Kennedy as third vice-president.

Mr. Trotter and Mr. Shannon were appointed as delegates to the National School Board Association's annual convention.

NORWOOD BUILDS

to an educator's



A SECTION of the spacious Kindergarten suite shows the home-like atmosphere created by Mother Goose Murals and friendly wood paneling. Note the use of individual chairs in carefully graded sizes to assure comfort, correct posture, and facilitate regrouping to fit changes in the day's activities.

TO VISITING PARENTS and educators alike, the new North Norwood, Ohio School speaks for itself as an example of modern planning. So thoroughly has the old building been remodeled, it is hard to tell where it merges with the large new addition. Throughout the entire structure, every detail—from floor treatment to gay murals—reflects today's trend toward schools which are as pleasant to be in as they are efficient.

It is evident to even casual visitors that as much care has been given to the selection of the school's furniture as to the arrangement and decoration of its rooms. Every room, from Kindergarten to the Science Labs, is equipped with modern, tubular steel furniture in properly graded sizes and of a type best suited to the needs of each age group. This installation was handled by the Backus Brothers Company, Cincinnati, distributors for Heywood-Wakefield Co., 666 Lake Shore Drive, Chicago 11, Ill.



ONE OF THE FIVE Primary rooms. Here, Heywood-Wakefield all-purpose chair S 915 in graded sizes is combined with tables of the S 962 series such as are also used in the Kindergarten and several other rooms.

AN ANSWER

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Superintendent

HAROLD S. BATES

Architect

CHARLES FREDERICK CELLARIUS

CINCINNATI

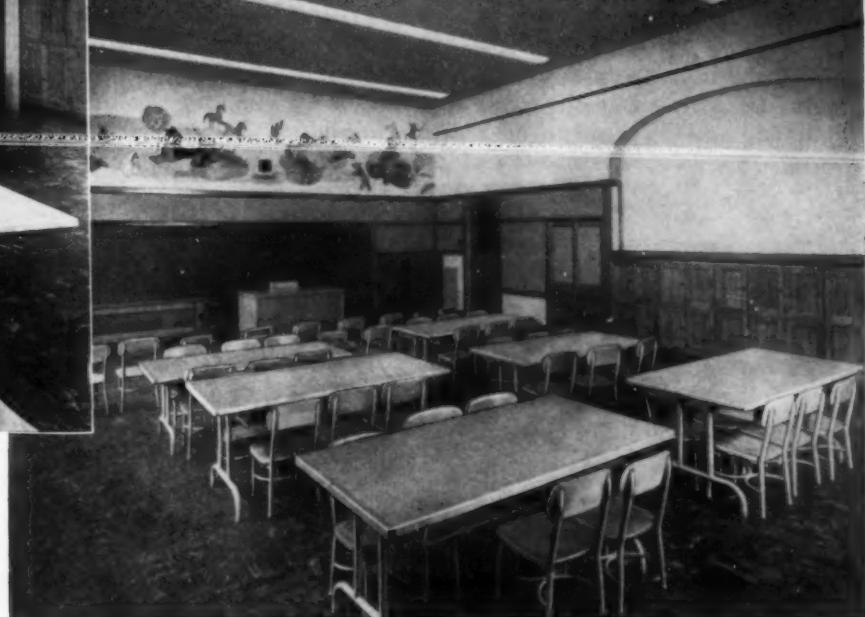
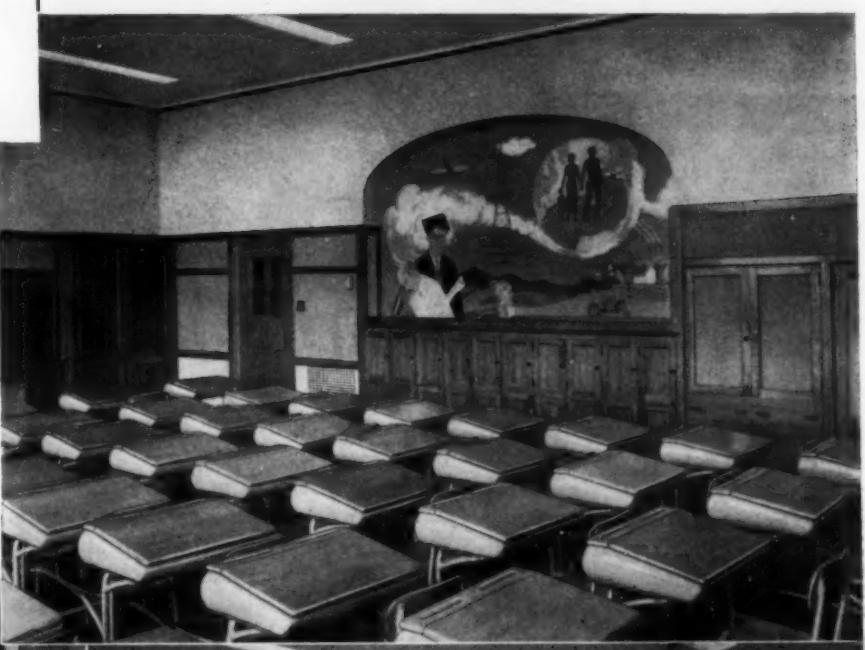
Murals by

ARTHUR L. HELWIG

BELOW: This typical Home Economics Room is fully equipped for lecture-demonstrations. Here, as in the Science Labs, Cafeteria and rooms for Art, Music and Creative Activities, Heywood-Wakefield tubular steel units are used. Both for seating and work surfaces.



WALL TREATMENT of the three Upper Elementary rooms shows an arrangement providing ample cabinet space with appropriate murals. Here, Heywood-Wakefield Desk and Chair Unit S 501 LL in three graded sizes has been selected to meet the needs of these grades.



SCHOOL FURNITURE DIVISION
MENOMINEE, MICHIGAN

ANOTHER PRIMARY ROOM, showing how flexibly Heywood-Wakefield chair S 915 can be combined with Table S 962 with book shelves to meet classroom needs. These chairs are available in 8 graded sizes and the tables in a range of 4 sizes to provide combinations to assure comfort.

* * *

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U. S. OFFICE OF EDUCATION ISSUES REPORT ON AMERICAN EDUCATION

The U. S. Office of Education, in its annual report for October 31, 1949, points out that American education is now in the most critical period of its history. Although the nation is committed to education for all, it is not at this time able to face realistically the practical consequences in terms of teachers, buildings, textbooks—dollars and cents. The need for federal aid for elementary and secondary education is urged by Dr. Earl James McGrath, U. S. Commissioner of Education, who calls attention to the critical shortages of teachers and school buildings.

Commenting on the imperative needs of the schools, Dr. McGrath said that the supply of teachers in the elementary schools is still about a quarter below the 1941 number, and there is no

oversupply because of failure to meet the professional standards.

In addition, Dr. McGrath cited the present lack of school buildings. Recent studies have indicated that the cost of building additional school structures to accommodate increased enrollments during the next ten years, and to replace obsolescent buildings, would require an outlay of ten billion dollars.

The high lights on the statistical picture of education, as presented in the report include:

1. Expenditures for all education, public and private, for the school year 1948-49, are estimated at $5\frac{1}{2}$ billion dollars, compared with slightly more than 5 billion dollars for 1947-48.
2. The average salary of teachers, principals, and supervisors is estimated at \$2,750 for 1948-49, as compared with \$2,254 two years ago.
3. Expenditures per pupil in A.D.A. for current expenses is set at \$185 for 1948-49, compared with \$152.80 two years ago.

4. Enrollment in federally aided vocational classes increased in 1948-49 to an all-time high, slightly above 3 million.

5. The number of one-teacher schools is estimated at 75,000 in 1948-49, compared with 86,563 in 1945-46 and with 265,474 in 1909-10.

THE 1950 CENSUS AND THE NATION'S SCHOOLS

Next April the Bureau of the Census will conduct the largest count in history—the 17th Decennial Census of the United States.

School enrollment in the 1950 Census will reflect a decade in which a world war interrupted the education of millions and in which the postwar period brought about increased educational opportunities. It is estimated the Census will show an enrollment of about 21 million for elementary schools, and 8 million for high schools.

The Census has prepared a booklet entitled, "We Count in 1950" which describes the work of the Bureau and the procedures for the 1950 count. It suggests classroom activities for pupils in the elementary and secondary schools.

BALTIMORE ADOPTS SICK-LEAVE POLICY

The Baltimore, Md., school board has again revised its rules pertaining to sick leave allowances and salary increments for the teaching staff.

Since January 1, 1950, teachers with less than one year of service are allowed 3 days of sick leave for each month of service; teachers who have from 1 to 2 years of service experience are permitted 30 working days; teachers with from 2 to 3 years' service, 40 working days; teachers with 3 to 4 years' service, 50 working days; and teachers with 4 to 5 years' service, 65 working days.

The foregoing allowances considerably liberalize the previous policy of the board.

The salary increments to be made in the future take recognition of both satisfactory service and of additional approved training at the same time. A typical maximum increase possible under the new rules will be \$400 per year. The only exception will be in the case of a person who has advanced from the 3-year training category to the 4-year category after ten years of service. Such a teacher will be increased by \$600.

The new rules require that no salary increments may be allowed for a teacher who has been rated unsatisfactory. Only will credit be permitted for such a period of unsatisfactory service in establishing further salary increases.

URBANA TEACHERS STUDY TEACHING PROBLEMS

The School Mirror, a public relations pamphlet issued by the public schools of Urbana, Ohio, contains an article on an in-service education plan, adopted by the board and placed in operation recently in the schools. About 85 per cent of the 36 elementary teachers are enrolled in language arts and practical arts workshop classes, conducted by instructors from Wittenberg College. The class which deals with modern methods of instruction in reading, writing, language and spelling, meets twice a month on Tuesday afternoons, from 3:30 to 5:30 o'clock. During the class period the instructor takes up practical classroom problems and new and modern methods of instruction.

The practical arts class meets twice a month on Wednesday afternoons. Under the direction of the instructor, Mrs. Ham, the class learns to make articles to enrich other areas of study in the classroom.

The board of education pays 40 per cent of the tuition fees, in addition to providing the classroom, heat, light, and custodial services. The teachers pay 60 per cent of the tuition fees, plus the cost of necessary supplies. The teachers receive regular college credit which applies toward a college degree. Credit received in the courses will apply to the salary schedule.

► Beaver Falls, Pa. The school faculty has been engaged in the preparation and publication of a handbook for teachers. The publication which is carefully indexed, contains complete information.

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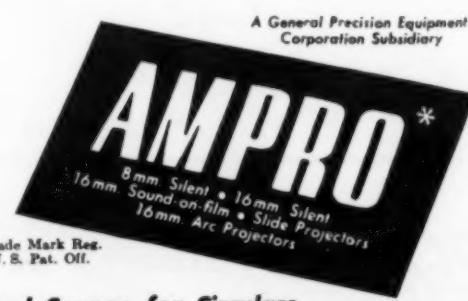
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National School Boards Adopt Plan for Association Support

The discussion of "a united public schools program" as the announced theme for the annual convention of the National School Boards Association, Atlantic City, N. J., became a thorough exploration of ways and means for developing a national organization of laymen members of local boards of education as a means of making felt on the national level the collective thinking and the vast efforts of the total boards for uniformly efficient schools. The meetings presided over by President J. Paul Elliott, Los Angeles, Calif., assisted

by Secretary Edward M. Tuttle, Chicago, brought together some one hundred men and women representing the state school boards associations in 32 states and developed plans for extending the organization to all states in the Union. During the year 1949, mainly through the efforts of Secretary Tuttle, the number of state associations grew from 19 to 40. The Association agreed that it shall be a federation of state associations, that it shall be of service to local schools through the state associations, and that it shall even seek

to exercise an influence for good educational legislation on the national level. As the means of self-support the Association amended its constitution to provide that each state association pay annual dues of \$100 minimum and such additional amounts as seem possible on the basis of \$7 for each one million dollars of state public school expenditures. The Association needs a budget of \$14,000 minimum which the dues should cover. In its resolutions the Association approved a national lay board of education, the dismissal of Communist teachers, the wider use of school facilities, the teaching of democracy, and several constructive educational agencies. A moderate resolution favoring federal aid to states unable to provide an adequate minimum education aroused both support and opposition and was finally tabled.

Mr. Elliott's Address

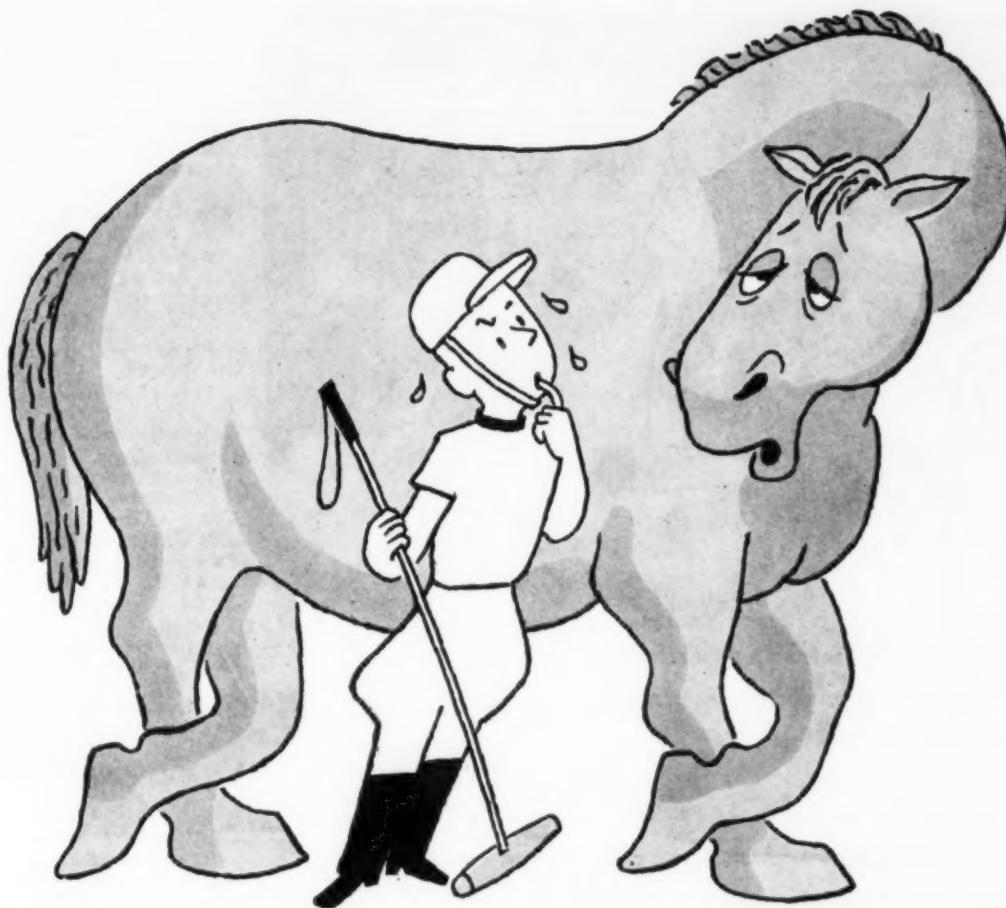
The present challenges in American education, as these appear to a layman and school board member, constituted the subject of J. Paul Elliott's presidential address. The challenges as they can be met by a national school board's organization led Mr. Elliott to urge among other things the need of (1) leveling up school programs to the best types of education offered in the best states; (2) the definition of objectives which will preserve our American concepts of democracy and develop children as well as rounded individuals for complete human living in our nation; (3) the solution of problems of administration, including such matters as finance, the lack of adequate buildings, inequalities of program, more efficient teachers; (4) the development of middle-of-the-road programs and teaching methods which will utilize the best ideas of progressive education without loss of basic skills and knowledge; (5) the information of parents and communities generally through good public relations; (6) the improvement of high school programs which are now hampered by college requirements; (7) the study of our unbalanced tax structure in aid of better support of schools. The Association, he concluded, must be strengthened to become a strong tool in making the public schools effective.

Edward Tuttle's report as secretary recalled in brief form the work done in promoting the organization of new state associations, in helping existing groups, and in extending the association's influence through co-operation with other professional and citizen groups.

In discussing "What Type of Organization the N.S.B.A. Shall Become" O. H. Roberts, Jr., of the Indiana School Boards Association urged that it be widely of service, as a clearinghouse of ideas, but not competitive to local associations. It should be representative of the school boards on the national level, frankly as a good pressure group in legislation and other matters helpful to the betterment of education. Everett R. Dyer, secretary of the New York State School Boards Association analyzed possible plans of Association support and urged a plan of dues to be paid by the state associations on the basis of state school expenditures.

Controversial Subjects on Saturday Program

That school board members do not accept the opinions of speakers without independent thought and judgment was evidenced on Saturday morning when relations of schools to local, state, and federal governments, and problems of local school policy were presented. W. A. Shannon of the Tennessee School Boards Association urged a higher level of local school board service as the means of keeping the schools effective and close to the people. L. F. Echelbarger, president of the Washington State School Directors Association, described the fine services of the recently formed Washington state board of education. Dr. Edgar (Concluded on page 70)



POLO ON PERCHERONS?

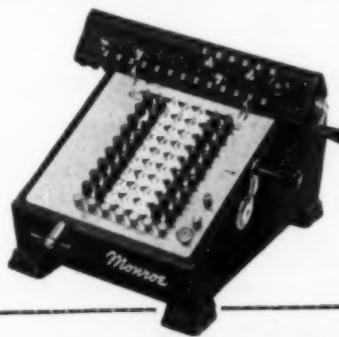
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(Concluded from page 68)

Fuller of the National Council of Chief State School Officers urged federal aid for all state school systems and argued the need for a National Board of Education to co-ordinate the impacts of federal agencies on education and to build up the services of the U. S. Office of Education.

Dr. Fred W. Hosler, superintendent of schools, Oklahoma City, Okla., urged higher salaries as a means of obtaining more men teachers in all schools. It is time, he said, that the N.E.A. shift its emphasis from the welfare of teachers to the welfare of children. Incompetent teachers should be weeded out and permanent tenure laws should be revised to make dismissals easier. The really competent teacher needs no protection of law. On the other hand the master teacher should be rewarded. In a hot discussion the

members expressed their opposition to aspects of single salary schedules and tenure laws which contribute to mediocrity in teaching.

Guest Speakers

The Association heard an inspirational address on Raising Educational Horizons by Dr. Herold C. Hunt, superintendent of the Chicago public schools. At the annual banquet which was attended by more than a hundred members and guests, Dr. Edgar L. Morphet of the University of California spoke persuasively on the need of co-operative studies of local school situations by citizens groups and school authorities as the most effective means of overcoming local problems and of replacing official and community lethargy.

Supt. Warren T. White of Dallas, Tex., president-elect of the A.A.S.A., described nine basic aspects of school plant rehabilitation and ex-

pansion, which are among the most important tasks confronting school boards.

Additional Policies Discussed

Grant L. Stowell, Pocatello, Idaho, urged the acquisition of land by school boards for camp sites, school forests, and other visual education purposes.

The astonishing program of community use of school buildings under which 85,930 gatherings were held in 1949 in Los Angeles schools, was described by Earle D. Baker, member of the Los Angeles board of education.

Officers for 1950

President — J. Paul Elliott, Los Angeles, Calif. (re-elected).

First Vice-President — E. E. Clark, Naperville, Ill.

Second Vice-President — F. H. Trotter, Chattanooga, Tenn.

Treasurer — Robert M. Cole, Springfield, Ill.

Directors — Robert Gustafson, Grand Junction, Colo.; Clifton B. Smith, Freeport, N. Y.; Dr. Ray K. Dailey, Houston, Tex.; Myron W. Clark, Stewartville, Minn.; J. G. Stratton, Clinton, Okla.; L. F. Echelbarger, Alderwood Manor, Wash.



School District Government

A board of education is a creature of the state, and as such possess no other powers than those expressly granted by the legislature.—*School Dist. of Omaha v. Adams*, 39 Northwestern reporter 2d 550, 151 Neb. 741.

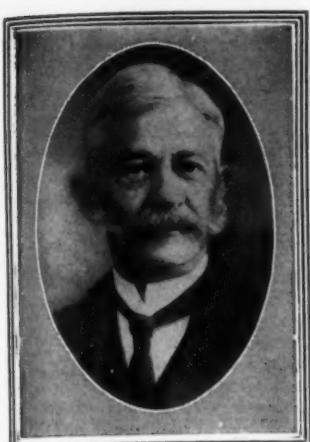
A Nebraska statutory requirement that a school district treasurer shall give a bond is not a duty of the office but rather a required precedent element of qualification for the office as distinguished from eligibility, and on failure to have such an official bond executed, approved, and filed as required, the office becomes ipso facto vacant. R. S. 1943, §§ 11-101, 11-103, 11-105, 11-107, 11-115; R. S. Supp. 1947, § 11-119.—*School Dist. of Omaha v. Adams*, 39 Northwestern reporter 2d 550, 151 Neb. 741.

Teachers

Under the West Virginia statute, the services of a teacher holding a "teacher's continuing contract of employment" could be terminated for cause by the board of education upon giving the required notice, and in the absence of gross abuse of discretion, lack of good faith or arbitrary or fraudulent conduct of the board, the mandamus did not lie to control its action in the premises. W. Va. code, 18-7-1, 18-7-15.—*Bates v. Board of Education of Mineral County*, 55 Southeastern reporter 2d 777, W. Va.

Under the West Virginia statute respecting the dismissal of a teacher based on a lack of need for services, the board of education had the right to dispense with the services of the teacher on account of the lack of need for his services provided its action was not taken arbitrarily or the teacher was dealt with in bad faith, and provided that the teacher was placed upon a preferred list and to be later employed where need for his services arises.—W. Va. code, 18-7-1, 18-7-15.—*Bates v. Board of Education of Mineral County*, 55 Southeastern reporter 2d 777, W. Va.

"Inefficiency," as used in a school board's resolution attempting to discharge a teacher holding a continuing contract for inefficiency was synonymous with "incompetency" as used in the West Virginia statute.—W. Va. code, 18-17-6.—*Green v. Board of Education of Marion County*, 56 Southeastern reporter 2d 100, W. Va.



TEXTBOOKS

are essential tools of Education

Efficiency in any educational system demands an adequate supply of the best and modern tools available.

Recent Developments in science and world affairs have greatly increased the need for new textbooks — and with growing enrollments schools are faced with a steady demand for more and more books.

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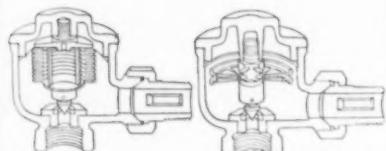
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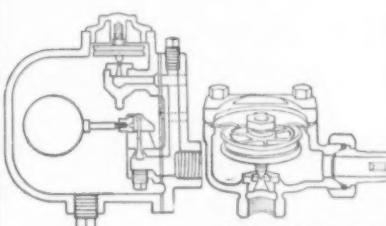
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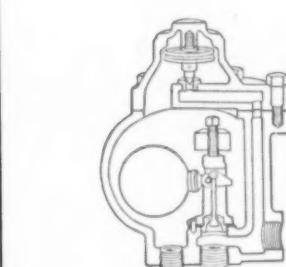
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Webster Series "26" Heavy Duty Drip Trap for pressures up to 15 lbs.
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Webster Series "79" Float and Thermostatic Trap for pressures of 15 to 150 lbs.



► A public relations council has been formed at Wilmington, Del. At its first meeting, January 19, the council took up such questions as school publications, the use of radio, newspaper relations, and other subjects related to the schools' community relations. The council is composed of eight members who are representatives of the various departments of the schools, and seven who are teachers in the schools.

► Carlisle, Pa. A lay advisory council to the superintendent has been formed and is at present in its third year. The Council is assisting with the formulation of a curriculum for the 60 per cent group under the Life Adjustment Program.

► At Muncy, Pa., a survey and demonstration of five reading systems was conducted in grades one to three. A number of visiting teachers were present to observe the demonstration. Grades one to twelve of the school system were divided into four groups for the purpose of revising the curriculum. Music instruction is being conducted this year under the direction of a music instructor.

► St. Louis, Mo. The school board has ordered the discontinuance of the practice of employing teachers and principals in the sale of tickets to children for other than school activities.

► The Worcester, Mass., schools marked the opening of the second semester with a new course in Lithuanian and an expanded nature study program. Two Lithuanian language classes, with 60 pupils, have been formed. The Massachusetts Legislature last year made the teaching of Lithuanian mandatory in the state's public high schools, if enough parents requested it. The classes are being taught by John J. Parulis. The nature study program is being carried out with the cooperation of the Massachusetts Audubon Society. The society trains the teachers and the school department pays their salaries.

► Worcester, Mass., has one teacher to every 375 children in the Special Services Division of the School Department, according to Thomas F. Power, superintendent of schools. With this splendid record, he says, the children who are near-sighted, myopic, maladjusted, hard of hearing, deaf, and backward are not being neglected.

► Akron, Ohio. To bring the potentialities of radio closer to the students, the Radio Education Department has experimented with the preparation of broadcasts in classrooms and auditoriums. The programs are recorded and made available to the radio stations. The Thanksgiving program, the Christmas programs, etc., are handled in this way.

A series of weekly broadcasts, based on the selections to be used in the children's concerts by the Cleveland Orchestra, are being presented by the director of music education. The broadcasts are designed to teach children to listen to music intelligently and to supplement the work in the music period in the classroom.

► Evansville, Ind. Instruction for homebound pupils has been provided in connection with a new program. Fourteen pupils have been enrolled, of whom 12 are elementary pupils. All of the pupils are receiving twenty hours per month of instruction in their own homes.

► Mangum, Okla. In addition to the regular academic subjects, the schools offer diversified occupations, vocational agriculture, vocational home economics, music instruction, speech classes, and commercial subjects. A fine visual-education program is in operation at each school level. A new counseling guidance program has been proposed and is being developed.

► Madison, S. Dak. The school board has voted to sponsor an on-the-farm training program in the Central High School. The initial enrollment was 25 students.

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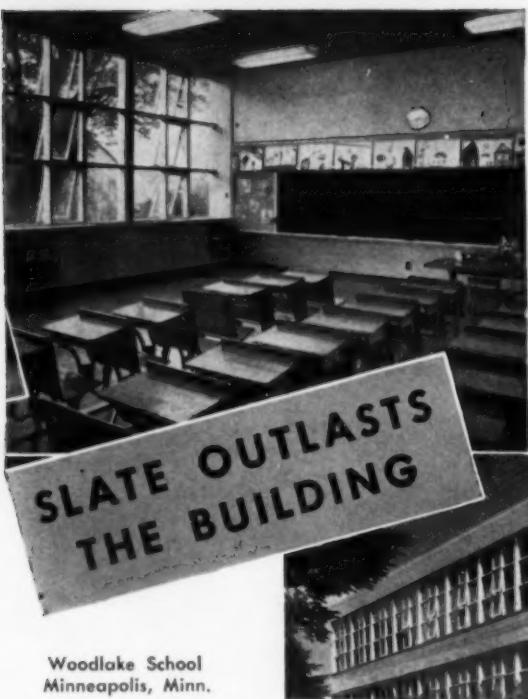
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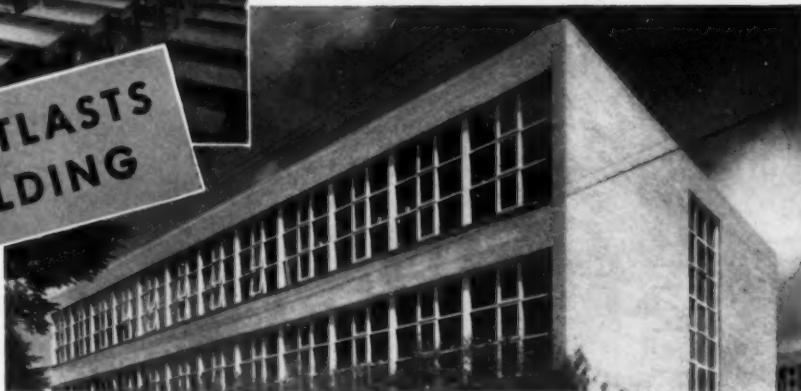
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SCHOOL FINANCE

► Boston, Mass. The school board has adopted a budget of \$23,670,000 for 1950, which is an increase of \$1,262,000 over 1949. The budget includes \$850,000 for \$300 salary increases for all employees, \$92,000 to finance raises in increments of teachers, and \$75,000 to cover the cost of giving teachers with temporary ratings, who have taught more than five years, increases. A further item of \$253,000 is provided for placing school custodians on a 40-hour week.

► Gloucester, Mass. The school budget for 1950 calls for \$779,486, or an increase of \$36,090 over 1949.

► Revere, Mass. The school board has adopted a budget of \$1,496,617 for 1950, which is an increase of \$362,430 over 1949. The budget includes \$60,175 for increases in teachers' salaries.

► New York, N. Y. The school board's committee on finance has prepared a budget calling for \$223,003,241 for 1950. The budget includes \$13,000,000 for teachers' salary increases, \$100,000 for visual instruction, \$16,000,000 for school repairs, and \$50,000 for soap and towels.

► A 20-mill county-wide school tax has been proposed for the Muscogee, Ga., school district for the year 1950. The board which is to operate all schools, both inside and outside the city limits, has set a budget of \$2,552,113.20, with \$1,660,000 set aside for teachers' salaries. The county commission has been asked to approve the 20-mill rate on an anticipated tax digest of \$69,735,110 to bring in an estimated \$1,394,702 to help operate the new independent school system.

► Fond du Lac, Wis. The city council has approved the budget of the school board in the amount of \$945,621 for the year 1950.

SCHOOL BONDS

► The school board of Birmingham, Mich., has sold \$3,100,000 in school bonds to a Michigan Corporation, at a net interest rate of 2.0806 per

cent for a combination of $2\frac{1}{2}$ s., $2\frac{1}{4}$ s., 2s., and $1\frac{3}{4}$ s.

► The Jefferson Parish, La., School Dist. No. 1 has sold \$2,000,000 in school bonds, at a price for par for the bonds as 4s. and $2\frac{3}{4}$ s., a net interest rate cost of 2.7718 per cent.

► The Fort Worth, Tex., school district has sold \$2,000,000 in bonds to a syndicate, at a bid of 100.1161, for a combination of 4s., 3s., and $1\frac{1}{2}$ s., a net interest cost of 1.92009 per cent.

► The Queensbury, N. Y., Union Free School dist., has sold to the George B. Gibbons Co., \$580,000 in bonds, maturing November 1, 1950-78. The winning bid was 100.6413 for a 2 per cent coupon.

► Bids will be received by the Washington County, Tenn., school district for \$1,600,000 in school bonds, dated October 1, 1949. The bonds will mature serially from October 1, 1950 to October 1, 1962.

► The Maple Heights, Ohio, city school district will receive bids February 21 for \$440,000 in bonds maturing December 1, 1951-72.

► The school board of DeKalb County, Ga., has sold \$1,925,000 in school bonds, to 12 banking concerns, at a total price of \$2,037,033.

► Jonesboro, Ark. The school board has sold a \$250,000 school-bond issue to finance a school building program. The district received \$255,525 for the bonds, which brought an interest rate of 2.45 per cent.

► Olathe, Kans. The school district has sold \$360,000 in general improvement bonds, with accrued interest and premium of \$732.30. The proceeds will be used for new school building projects.

► The school board of the Taylor Township, Mich., school district has sold \$460,000 in school building bonds, maturing June 1, 1951-59. The winning bid was 100.002 for a combination of 2s., $2\frac{1}{4}$ s., and $2\frac{1}{2}$ s.

► Opelousas, La. The St. Landry parish school board has approved a budget of \$2,207,000 for the year 1950.

► The Mount Pleasant, Del., special school district has sold \$220,000 in bonds maturing February 1, 1951-72. The bid was 10.01 for a 2 per cent coupon.

► Colorado, Tex. The voters have approved a bond issue of \$500,000 to finance a school building program. The program includes an 18-room primary building.

► Amherst, Cheektowaga and Clarence, N. Y., Central School District No. 3, sold \$2,500,000 in bonds to the Marine Trust of Buffalo on a bid of 100.381 for a 2.20 per cent coupon.

► Building bonds totaling \$1,700,000 have been awarded to Northwestern National Bank of Minnesota and associates by the Hennepin County, Minn., Independent School District No. 12. The bid for the bonds, maturing January 1, 1953-80, was 100.05 for a combination of 3s. and 3.20s., a net interest cost of 3.118 per cent.

► The Mount Vernon, Ohio, City School District has awarded \$990,000 in bonds, maturing 1951-70, to Halsey, Stuart & Co., for a bid of 101.064 for a 1 $\frac{3}{4}$ per cent coupon.

► On November 8, 1949, the voters of the Mayfield school district, Mayfield, Ohio, approved a school-bond issue of \$990,000 by a vote of 2087 to 486, or 81.1 per cent.

TEACHER AS DISCIPLINARIAN

(Concluded from page 36)

"... Excellent teachers have little to worry about in matters of discipline. The teacher's temperament, experience, standards, knowledge of subject matter, preparation, ability to be interesting in presentation, fairness, and honesty, determine pupil behavior. The well-adjusted teacher relies upon reasoning, a social situation, calm repetition of directions, and infinite patience."

Many an argument is sound — just sound.

NEW PUBLICATIONS for School-Business EXECUTIVES

Expenditure Per Pupil in City School Systems, 1947-48

By Lester B. Herlihy & Clarence G. Lind. Paper, 27 pp. Circular No. 260. Federal Security Agency, Office of Education, Washington 25, D. C.

This circular compares the expenditure per pupil for current expense in 237 city school systems for the school years 1940-41 and 1947-48.

Group I, consisting of 50 cities of 100,000 population and upward, median cost in 1947-48, \$198.43 or 79.5 per cent increase.

Group II, 55 cities of 30,000 to 99,999 population, 1947-48 median cost, \$203.63 or 90.6 per cent increase.

Group III, 69 cities of 10,000 to 29,999 population, 1947-48 median cost, \$174.04 or 97.2 per cent increase.

Group IV, 63 cities of 2500 to 9999 population, 1947-48 median costs, \$170.76 or 107.4 per cent increase.

Tax Rates of American Cities, 1949

In National Municipal Review, pages 17-35. Published at 299 Broadway, New York 7, N. Y.

This valuable tabulation includes the latest assessed valuations, the actual tax rates, and the ratio of assessed to true value and the adjusted tax rates. The school tax rate is listed.

Wood-Fibre Blanket Insulation

Commercial Standard CS160-49. Price, 5 cents. U. S. Government Printing Office, Washington 25, D. C.

This commercial standard covers wood-fiber blanket installation for building construction. It covers physical requirements and tests for thermal conductivity, etc.

The School Board Member in Action

Prepared by Daniel R. Davies. Paper, 20 pp., 25 cents. American Association of School Administrators, Washington 6, D. C.

A helpful booklet, outlining clearly and forcibly the responsibility and relationship of board members to the superintendent, the teacher, the pupil, and the community. It points out the satisfactions of school board service and the influence of the board member through his actions and decisions.

Rules and Regulations of the Board of Education

Published by the board of education, Scarsdale, N. Y. This booklet of 38 pages contains the complete rules governing the city schools of Scarsdale, N. Y. It includes the rules pertaining to the board, the administrative department, the teachers, the pupils, the use of school buildings and grounds, attendance and tuition charges.

Statistical Report of the Board of Education, Toronto, Canada

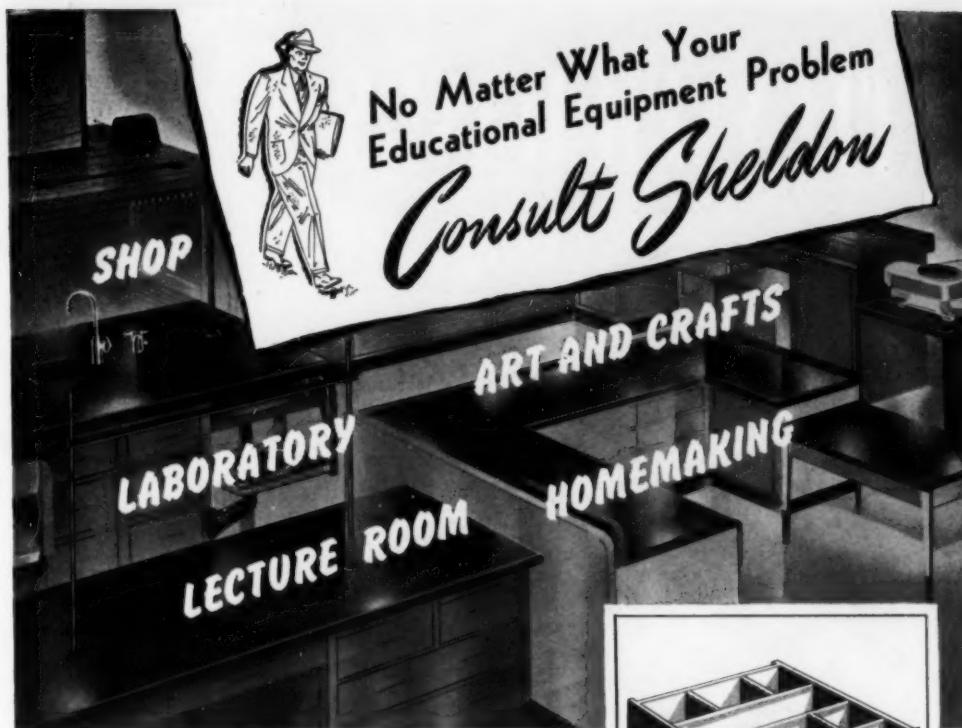
Compiled by A. Hodgins, deputy business administrator and head of the accounting department. Paper, 52 pp. Published by the board of education, Toronto, Canada.

This 1948 annual report furnishes members of the board and school patrons with information concerning the finances and the operation of the school system. It is divided into five sections: (1) revenue and expenditures; (2) capital outlay; (3) unit cost; (4) sundry general statistics; and (5) balance sheets. In 1948 the schools expended a total of \$15,361,352, divided among salaries of school personnel, debt charges, repairs and general items. A total of \$2,710,000 was set aside and used for capital outlay. The program included the erection of new buildings, major enlargements of sites, and the rehabilitation of older buildings.

A Study of Public School Building Needs in the School City of Muncie, Indiana

Compiled by T. C. Holy and John O. Niederhauser. Paper, 86 pp. Published by the Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

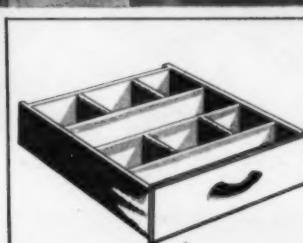
This report on the Muncie city school plant is divided into five chapters, containing detailed information relating to the characteristics of the city, the school organization, the educational program, the school population, the use of the school plant, and the financial status of the school district. The report presents 11 major conclusions and offers a detailed analysis of the data. It is recommended that the present 6-3-3 plan of vertical school organization be continued; that the schools be administered with considerable flexibility in the boundary lines of the attendance districts; that the sites of all schools, except one, be enlarged; that fire hazards in buildings be eliminated; that architectural and educational services be used in planning new buildings and major alterations;



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Whether your requirement is a few additional pieces of furniture or fully equipped new departments . . . laboratories, homemaking, art, vocational or industrial shops . . . Sheldon provides standard and modified units that are outstanding for excellence of design and construction . . . qualities that long and hard usage only serve to emphasize. In experience and facilities, Sheldon is unsurpassed; and Sheldon's record of customer satisfaction is unique.

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For LEADERSHIP!**



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The key to your complete equipment problem



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that the present program of plant improvement be continued for a temporary period; that in planning new or improved school plant facilities suitable arrangements be made for kindergartens, libraries, assembly rooms, and gymnasiums in all elementary buildings, and that facilities such as audio-visual aids, clinics, rest rooms, and offices and cafeterias be provided in all buildings to which pupils may be required to travel long distances.

Building Exits Code

Published by the National Fire Protection Association. Tenth Edition, 1949. Paper, 127 pp., \$1. National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.

Section 21, devoted to schools, has been revised but slightly. (1) Basements are to be considered as the "first floor" if the next floor is more than 8 ft. 6 in. above grade. (2) Smoke barriers must be provided every 300 ft. in all corridors more than 300 ft. long.

Room to Learn

Sponsored by the Council of School Superintendents, N. Y. State Association of District Superintendents, N. Y.

State School Boards Association, and the N. Y. State Teachers Association. Paper, 27 pp. The University of the State of New York, State Education Department, Albany, N. Y.

"A guide for community participation in planning for school building needs." This useful booklet aids in determining the answer to four major problems of school building: (1) what is our community like? (2) what kind of education do we need? (3) what kind of buildings will meet our educational needs? and (4) how do we get these buildings? The first two questions are answered by work sheets, the last two by discussions. "Room to Learn" is the third in a series of four pamphlets publishing the results of a study of school problems by New York citizen committees.

City Government Finances in 1948

Compiled by Allen D. Manvel. Paper, 96 pp., 40 cents. U. S. Government Printing Office, Washington 25, D. C.

A report of the city government expenditures in 397 cities having 25,000 or more inhabitants in 1940. There is a key to the listing of cities by state for 1948. Increases noted are significant.

CLEANER HANDS

for Health's Sake

LIQUA-SAN "C"®
PURE VEGETABLE OIL LIQUID TOILET SOAP

Teaching children the cleanliness habit is easier when you provide them with Liqua-San "C", gentle, pure, liquid toilet soap. Its quick, penetrating lather cleans grimy hands thoroughly and helps eliminate the cause of much sickness. Use Liqua-San and watch school health improve. Economical? It surely is . . . for you dilute this highly concentrated soap with three or four parts water before dispensing. Write today for sample and demonstration.

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COMING CONVENTIONS March-April

Mar. 9-10. Idaho School Trustees Association, at Boise, Idaho. Headquarters: High School. Secretary: J. C. Eddy, Second and Garden, Boise, Idaho. No exhibits. Attendance: 300.

Mar. 9-11. North Carolina Education Association, at Raleigh, N. C. Headquarters: Sir Walter Hotel. Secretary: Mrs. Ethel Perkins Edwards, Box 350, Raleigh, N. C. Exhibits in charge of John G. Bickle, Box 350, Raleigh, N. C. Attendance: 3000.

Mar. 10-12. American Society for Public Administration, at Washington, D. C. Headquarters: Statler Hotel. Secretary: Miss Laverne Burchfield, 1313 E. 60 St., Chicago 37, Ill. No exhibits. Attendance: 800.

Mar. 12-14. Louisiana School Boards Association, at New Orleans, La. Headquarters: Roosevelt Hotel. Secretary: Fred B. Thatcher, Box 8986, University Station, Baton Rouge 3, La. Attendance: 450-500. Exhibits: not determined.

Mar. 15-17. Mississippi Education Association, at Jackson, Miss. Headquarters: Heidelberg Hotel. Secretary:

F. C. Barnes, Box 826, Jackson, Miss. Exhibits in charge of F. C. Barnes. Attendance: 6000.

Mar. 15-17. Saskatchewan School Trustees Association, at Saskatoon, Saskatchewan, Canada. Secretary: Z. M. Hamilton, Jr., 1860 Lorne St., Regina, Saskatchewan. No commercial exhibits. Attendance: 1500.

Mar. 22-23. Indiana Association of School Superintendents and Business Officials, at Lafayette, Ind. Headquarters: Purdue University Union Building. Secretary: Mrs. Genevieve Serwata, School City of La Porte, Ind. Exhibits. Attendance: 150-200.

Mar. 23-25. Georgia Association of Superintendents, Board Members and Trustees, at Atlanta, Ga. Headquarters: Municipal Auditorium. Secretary: Dr. M. D. Collins, State Department of Schools, Atlanta 3, Ga. Attendance: 1000.

Mar. 23-25. Georgia Education Association, at Atlanta, Ga. Headquarters: City Auditorium. Secretary: J. Harold Saxon, 704 Walton Bldg., Atlanta, Ga. Exhibits in charge of J. Harold Saxon. Attendance: 5000.

Mar. 23-25. Tennessee Education Association, at Knoxville, Tenn. Headquarters: Alumni Hall, University of Tennessee. Secretary: A. D. Holt, 321 Seventh Ave.,

N., Nashville, Tenn. Exhibits in charge of D. M. Galloway, Park City Lowry School, Knoxville, Tenn. Attendance: 8000.

Mar. 29-31. Arkansas Education Association, at Little Rock, Ark. Headquarters: Robinson Auditorium. Secretary: Hoyte R. Pyle, 501 Union Life Bldg., Little Rock, Ark. Exhibits in charge of H. R. Pyle. Attendance: 6000.

Mar. 29-31. Association of City and County Boards of Education, at Birmingham, Ala. Headquarters: Tutwiler Hotel. Secretary: N. F. Nunnelley, County Superintendent of Schools, Talladega, Ala. No commercial exhibits. Attendance: 400.

Mar. 30-Apr. 1. Alabama Education Association, at Birmingham, Ala. Headquarters: Masonic Temple and Tutwiler Hotel. Secretary: Frank L. Grove, 21 Adams Ave., Montgomery 4, Ala. Exhibits in charge of Vincent Raines, 21 Adams Ave., Montgomery, Ala. Attendance: 8500.

Mar. 30-Apr. 1. Michigan School Business Officials, at Detroit, Mich. Headquarters: Detroit Leland Hotel. Exhibits in charge of Secretary: Alfred C. Lamb, 5005 Cass, Detroit 1, Mich. Attendance: 250-300.

Mar. 31-Apr. 1. South Carolina Education Association, at Columbia, S. C. Secretary: J. P. Coates, 1510 Gervais St., Columbia, S. C. Exhibits in charge of J. P. Coates. Attendance: 8000.

Apr. 3-4. Oregon Education Association, at Portland, Ore. Secretary: Cecil W. Posey, 715 S. W. Morrison, Portland, Ore. Exhibits in charge of Howard L. Billings, 715 S. W. Morrison, Portland, Ore. Attendance: 3500-4000.

Apr. 5-7. Inland Empire Educational Association at Spokane, Wash. Headquarters: Davenport Hotel. Secretary: Clifton A. Hussey, Court House, Spokane, Wash. Exhibits in charge of R. C. Anderson, Lewis and Clark high school, Spokane, Wash. Attendance: 3500.

Apr. 12-13. Florida State Association of County School Board Members, at Miami, Fla. Secretary: James S. Rickards, 522 Williams St., Tallahassee, Fla. No commercial exhibits. Attendance: 200.

Apr. 12-14. Kentucky Education Association, at Louisville, Ky. Headquarters: Louisville Service Club, 824 South Fourth St. Secretary: John W. Brooker, 1421 Heyburn Bldg., Louisville 2, Ky. Exhibits in charge of John W. Brooker. Attendance: 6000.

Apr. 12-15. California Association of Public School Business Officials, at Coronado, Calif. Secretary: Rhodes Elder, 245 E. Magnolia Blvd., Burbank, Calif. Attendance: 400.

Apr. 13. Colorado Association of School Administrators, organized in 1949, meet at Denver, Colo. Headquarters: Albany Hotel. Secretary: A. A. Brown, Superintendent of Schools, Littleton, Colo. No exhibits. Attendance: 1000.

Apr. 13-14. Colorado Association of School Boards, at Denver, Colo. Headquarters: Albany Hotel. Secretary: Calvin Grieder, University of Colorado, Boulder, Colo. No exhibits. Attendance: 150-200.

Apr. 13-14. Wisconsin Association of School Administrators, in conjunction with State School Board Association, at Milwaukee, Wis. Headquarters: Schroeder Hotel. Secretary: F. G. MacLachlan, Supt., Park Falls, Wis. No exhibits. Attendance: 200 Administrators, 400 board members.

Apr. 13-14. Wisconsin Association of School Boards, at Milwaukee, Wis. Headquarters: Schroeder Hotel. Secretary: Mrs. Letha Bannerman, 1220 Highland Park Blvd., Wausau, Wis. Mr. Angus Rothwell, Manitowoc, Wis., in charge of lighting exhibits. Attendance: 400.

Apr. 13-15. Florida Education Association, at Miami, Fla. Secretary: E. B. Henderson, 6 Centennial Bldg., Tallahassee, Fla. Exhibits in charge of E. B. Henderson. Attendance: 6000.

Apr. 18-22. Schoolmen's Week, at Philadelphia, Pa. Headquarters: The Palestra, University of Pennsylvania, Philadelphia 4, Pa. Secretary: Wm. B. Castetter, University of Pennsylvania. Exhibits in charge of Wm. E. Arnold, Prof. of Educ., School of Education, University of Pennsylvania. Attendance: 8000-10,000.

Apr. 21-23. Kentucky School Boards Association, at Louisville, Ky. Headquarters: Brown Hotel. Secretary: L. E. Meece, 135 N. Arcadia Park, Lexington 10, Ky. No exhibits. Attendance: 200.

PUBLICITY KIT AVAILABLE

To improve public education, a kit publicizing the 1949-50 campaign for better schools conducted by the Advertising Council, Inc., in cooperation with the National Citizens Commission for public schools, the Citizens Federal Committee on Education and the U. S. Office of Education is now available to interested groups. The kit includes glossy proofs of advertisements, an order card for free mats of the advertisements, and radio announcements of 20-second, 30-second, and one-minute durations. The kit may be obtained by writing to the Federal Security Agency, Office of Education, Washington 25, D. C.



"We've tested and proved every safety feature of the Ford School Bus Chassis!"

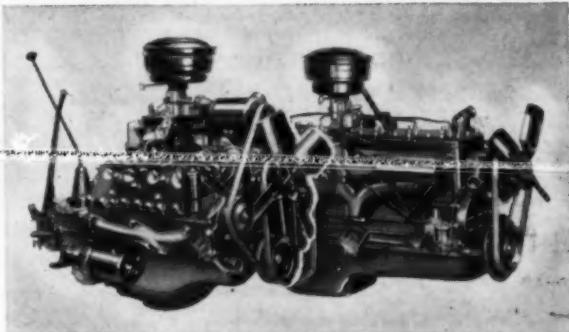
Al Esper

Chief of Test Drivers, Ford Motor Company

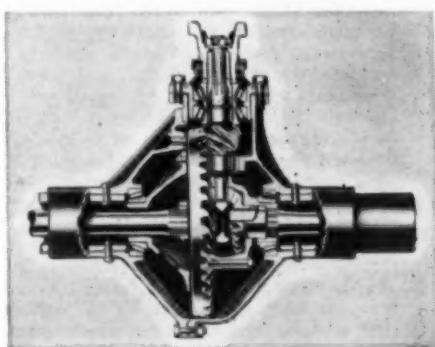
WE'VE tested the Ford School Bus Safety Chassis the way you'd want to test a vehicle going into such important work. We've thoroughly road-tested it for safety . . . road-tested it for economy . . . road-tested it for endurance. We've proved the Ford School Bus Chassis with a complete going-over. I know you can rely on it to provide security for your pupils' lives and your taxpayers' dollars!"



PROVED SAFETY! "The big 15-inch rear brakes are real stoppers." (Other safety features: driveshaft guards, extended exhaust pipe, heat-shielded fuel tank.)



PROVED ECONOMY! "You'd expect to save gas with Ford Loadomatic Ignition . . . to save oil with Ford Flightlight aluminum alloy pistons. Our road-tests prove that the Ford V-8 and the Ford Six are extremely economical on both counts." (Only Ford gives you a choice of V-8 or Six.)



PROVED ENDURANCE! "Our tough road-tests prove that Ford heavy duty axles stand up." (Other endurance features: Double Channel frames, long lived bus type 11-inch Gyro-Grip clutch—Bonus Built construction throughout make Ford the endurance champion.)

APPROVED BY SCHOOL BUS OPERATORS EVERYWHERE!

"Ford buses have the endurance and stamina to deliver longer life than other buses we have used, and their maintenance costs are very low." **CHEBANSE, ILLINOIS**

"We prefer Fords to any others for low operating cost, dependability, and real satisfaction." **SUMTER COUNTY, S. C.**

"Sixteen of our Fords have given us as much as 100,000 miles of service." **ALBEMARLE COUNTY, VIRGINIA**

"Very low maintenance cost . . . economical operation . . . thorough satisfaction." **CHEYENNE, WYOMING**

*BONUS: "Something given in addition to what is usual or strictly due"—Webster.

Bonus*
Built
to
N.E.A.
Standards

National Association of Teachers Agencies

Nation-wide Assistance to Administrators and Teachers



A NATIONAL organization for the clarifying, standardization and improving of teacher-placement procedure in the interests of education. School executives and classroom teachers are invited to write to members of the Association when in need of the highest type of teacher placement service.

THE individual agencies compete with each other to give you the best possible service and at the same time co-operate to work for the best interests of the schools.

MEMBERSHIP in the Association is open to any agency willing to abide by a Code of Ethics set up by the agencies with the co-operation of leading educators. Always look for the insignia of membership.

ARIZONA
Arizona Teacher Placement Agency, Phoenix

CALIFORNIA
Frankford's Pacific Teachers' Agency, Los Angeles 13

COLORADO
Rocky Mountain Teachers' Agency, Denver 2
Western Teachers' Exchange, Denver 2

CONNECTICUT
Cary Teachers' Agency, Hartford 3.

DISTRICT OF COLUMBIA
Adams Teachers' Agency, Washington

ILLINOIS
Albert Teachers' Agency, Chicago 4
Clark-Brewer Teachers' Agency, Chicago 4
American College Bureau & Fink Teachers' Agency, Chicago 4
Hughes Teachers' Agency, Chicago 4
Illiana Teachers Service, Champaign Teachers' Registry & Exchange, Chicago 1
Yates-Fisher Teachers' Agency, Chicago 4

IOWA
Central Teachers' Agency, Cedar Rapids
Clinton Teachers' Agency, Clinton
Edward Teachers' Agency, Sioux City 16
McGoon's Teachers' Agency, Hampton
Midland Schools Teachers' Agency, Des Moines 9
Sabins' Educational Exchange, Des Moines

MAINE
The New England Teachers' Agency, Portland 3
MARYLAND
Baltimore Teachers' Agency, Baltimore 1
MASSACHUSETTS
Grace M. Abbott Teachers' Agency, Boston
The Cary Teachers' Agency of Boston, Boston 8
Fisk Teachers' Agency, Boston

MICHIGAN
Detroit Teachers' Agency, Detroit 26
MINNESOTA
Clark-Brewer Teachers' Agency, Minneapolis 1
Educational Service Bureau, Minneapolis
Minnesota Teachers' Service, Minneapolis
Schummers School Service, Minneapolis
Western Teachers' Exchange, Minneapolis 2
MISSOURI
Clark-Brewer Teachers' Agency, Kansas City 6
Specialists' Educational Bureau, St. Louis 3
Wood Teachers' Agency, Kansas City 6
MONTANA
E. L. Huff Teachers' Agency, Missoula
NEBRASKA
Davis School Service, Lincoln
NEW JERSEY
Strahan Teacher Agency, Trenton 8
NEW MEXICO
Southwest Teachers' Agency, Albuquerque
NEW YORK
Allied Teachers' Agency, New York
American & Foreign Teachers' Agency, New York 17
The Associated Teachers' Agency, New York 18
Bardeen-Union Teachers' Agency, Syracuse 2
Clark-Brewer Teachers' Agency, New York 10
Co-operative Teachers' Agency, Buffalo 2
Dorothy Marder Teachers' Agency, New York 17
Eastern Teachers' Agency, Rockville Centre
Educational Placements, New York 18
Interstate Teachers' Agency, Rochester 14
Kellogg Teachers' Agency, New York 3
PENNSYLVANIA
Bryant Teachers' Bureau, Inc., Philadelphia 7
Great American Teachers' Agency, Allentown
Central Teachers' Agency, Harrisburg
Pittsburgh Teachers' Bureau, Pittsburgh 19
SOUTH CAROLINA
Southern Teachers' Agency, Columbia
SOUTH DAKOTA
National Teachers' Exchange, Sioux Falls
TENNESSEE
College and Specialist Bureau, Memphis 3
National Teacher Placement Service, Chattanooga 2
Southern Teachers' Agency, Chattanooga 8
UTAH
Yergenson Teachers' Agency, Salt Lake City
VIRGINIA
Southern Teachers' Agency, Richmond
WASHINGTON
Clark-Brewer Teachers' Agency, Spokane 8
Westmore Teachers' Agency, Spokane 8
WISCONSIN
Parker Teachers' Agency, Madison 3



National Association of Teachers' Agencies

President..... A. J. Steffey
Des Moines, Iowa

Vice-President..... C. D. Guess, Jr.
Richmond, Va.

Secy-Treas..... Hoyt S. Armstrong
Rochester, N. Y.

Chr. Pub. Com..... H. L. Forbes
Columbia, S.C.

AN EDUCATIONAL NO MAN'S LAND IN THE EMPIRE STATE

(Concluded from page 53)

essentials by operating as individual districts.

Centralization of the outside districts as a potential solution to the pressing problems raised by the present situation is not generally feasible. In most city areas, all of the outside districts together do not have a large enough tax base or potential student body to form a strong educational unit of their own. Even if they had, however, the maps show that such a new district would form a ring around the city. Population, terrain, and roads all dictate that a building to serve such a

district would be located within or near the limits of the city school district. This would mean that in the same service area there would be costly duplications: auditorium and gymnasium, some general classrooms, special classrooms and equipment; maintenance and repair of buildings; service of administrative, supervisory, maintenance, and some teaching personnel. In addition, in most cases, neither the city nor the outside district could afford to maintain the additional services and the strong program which the pupil could enjoy in a greater city school district. In this instance, therefore, the whole is greater than the sum of its parts.

Stabilization of Relations

A greater city school district, formed by such a consolidation, will insure the stability of relations necessary to develop a strong educational program, and the facilities for housing it. The effect of population shifts within the greater district can be minimized through routine administrative procedure. Pupils from the urban and adjacent areas will be guaranteed equal educational opportunities, and the school authorities can plan on adequately meeting the needs of all the pupils. In the face of increased costs and increased school populations, the tax base to support an educational program will be enlarged. Duplication of costs will be avoided, and economies through the operation of a larger administrative unit, as in transportation, can be effected. The cost of the strengthened program will be shared equitably by all the residents of the enlarged district, and all the people of the enlarged district can directly participate in the control and direction of the educational policies of that district.

Historically, a school district is a territorial subdivision of the state, established for the effective grouping of children for educational purposes. Therefore, the primary consideration in establishing its limits should be its effectiveness in serving the educational needs of the state and the educational welfare of the children. This same concept underlies the establishment of the Central School Districts in rural areas. It should be extended to meet the needs of the present no man's land of education, the urban and suburban districts.

TEACHERS' SALARIES

► Maquoketa, Iowa. The school board has adopted a salary schedule for teachers. The starting salary for teachers coming into the system will be determined according to the certificate held, the amount of college training, the number of years' experience, and the number of dependents. Salaries will be raised automatically with each year of experience, until the maximum is reached in each classification. The schedule also provides for added reimbursement to teachers handling extracurricular activities.

► Provincetown, Mass. Salary increases of \$100 per year have been given to all classroom teachers.

► Holyoke, Mass. The \$150 salary adjustment, temporary through 1949, has been made permanent for school employees. The permanent adjustment applies to superintendents, principals, supervisors, directors of special subjects, teachers, matrons, janitors, clerks, and supervisors of attendance. The board has approved a revised schedule for teachers, with a starting salary of \$2,350, and a maximum of \$4,150 for teachers with six years' experience and a master's degree.

► Clinton, Mass. The school board has approved salary increases of \$200 per year for all elementary teachers, as of January 1, 1950. A single-salary schedule has been set up, with a maximum of \$3,400 to be reached in 1953.

► Madison, Ill. Salary increases totaling \$39,000 per year have been given to 78 teachers in the city schools. The increases which amounted to \$125 were effective as of January 1, 1950. An additional \$505-a-year increase will be paid July 1.

► Oshkosh, Wis. The school board has voted to reduce the cost-of-living adjustment of non-teaching employees from \$824 to \$802.80.

formed by the stability of a strong family for on shifts minimized procedure. Incent areas of equal opportunity can plan all the costs and fix base to will be avoided. Selection of a transportation of the equitably in district, district can direction district. Territorial control for the educational considerations should be its main needs. Welfare of families lies the Districts will to meet the land of districts.



Invest in SAFETY . . .

When buying school buses . . . your first concern is the *safety* of the children they will carry.

Your second concern is that the buses you buy operate dependably—at low cost, over a long period of time.

Dodge "Job-Rated" school bus chassis have established an enviable reputation among school authorities on both points.

Dodge "Job-Rated" school bus chassis are engineered and "Job-Rated" to provide

maximum safety and economy. Each is equipped with a wealth of other safety features which equal, and in most cases, surpass national school bus standards.

There is no better *economy* than that provided by the right "Job-Rated" engine. And—for more than 30 years—DODGE and DEPENDABILITY have meant one and the same thing.

Ask your Dodge dealer to explain the many advantages Dodge "Job-Rated" chassis can bring to *your* school bus operation.

Dodge "Job-Rated" School Bus Chassis



MODEL FS-152
2 models—10,800 and
11,900 lbs. G.V.W. For 30
and 36 pupils.

are available
for bodies
accommodating

**30, 36, 42, 48, 54
and 60 passengers!**



MODEL FS-170
2 models—12,025 and
13,000 lbs. G.V.W. For 36
and 42 pupils.



MODEL GS-192, HHS-192
GS-192, 14,650 lbs. G.V.W.
HHS-192, 15,500 lbs. G.V.W.
For 48 pupils.



MODEL JS-212
2 models—16,125 and
17,000 lbs. G.V.W. For 54
pupils.



MODEL RS-229
2 models—18,075 and
19,000 lbs. G.V.W. For 60
pupils.

For their safety...switch to-

DODGE
"Job-Rated"
SCHOOL BUS CHASSIS



26 ELECTRIC-AIRE *evapo* Hand Dryers serve the new PIUS XI HIGH SCHOOL

Milwaukee, Wisconsin

Naturally—for a 100% modern institution such as this, ELECTRIC-AIRE *evapo* HAND DRYERS were selected for its washrooms. Their reputation has spread fast as numerous other schools are using them—as are many more colleges, YMCA's, YWCA's, hospitals and other institutions.



Surface Wall Mounted
—Size 6 3/4" x 15"—

- Backed by 29 years experience in the hand dryer field and a 2-year guarantee.
- Approved by Underwriters' Laboratories.
- Recommended by the hundreds of schools, colleges and other public institutions that use them.

Save

- Everyday handling of towels—from purchasing to disposal.
- 85% to 90% of towel costs plus handling.

NO SCHOOL is completely modernized without ELECTRIC-AIRE *evapo* Hand Dryers; and because of their exceptional savings, this modernizing is self-liquidating. ELECTRIC-AIRE dryers therefore reflect an efficient and economical administration.

Ask for demonstration or facts and figures that would apply to YOUR school system. WRITE TODAY!

ELECTRIC-AIRE ENGINEERING CORP.

Phone WEbster 9-4564 CHICAGO 6 209 W. Jackson Blvd.

MODEL CLASSROOM RELIGHTED FOR SECOND TIME

(Concluded from page 30)

Miss Alice Nelson, the teacher of this fifth-grade room, groups the children according to abilities (or disabilities) with arrangements subject to change at any time. For some class subjects, such as spelling and arithmetic, the most able student in the group acts as leader, different leaders acting for different subjects. In preparing a reading lesson, the children ask each other the words.

Miss Nelson points out that the teacher must be careful to see that one child in a group does not do all the work. On the other hand, a backward child may learn more in copying the work of others than in doing



The room in 1943.

nothing. For actual tests, the desks are separated into rows.

In the good old days, discipline was too rigid to permit the talking that is desirable within groups in the group system; and the teacher using the new system does have to be careful to keep things under control, but one of the rewards is a greater opportunity for individual instruction. Again, each group is a little community in itself, and it is good for the children to learn to work together.

It would appear that engineers and architects, in planning both daylighting and artificial lighting, should assume that grade schoolrooms may be used for group teaching and that children may face in at least three directions.

CALIFORNIA'S NEW PROGRAM OF STATE AID FOR SCHOOL BUILDING

At a special state election held on November 8, 1949, school building proposition one, authorizing issuance of \$250,000,000 in state bonds for loans to school districts for school buildings and sites, was approved by a vote of 1,890,779 to 706,570.

The vote is a demonstration of a sound concern for the welfare of the public school system on the part of the people of California. The measure will aid several hundred of the most acutely distressed California school districts to acquire additional schoolhousing. The situation in many districts had constituted an emergency during the postwar years.

The State Allocation Board, at its meeting in November, 1949, had on hand applications from school districts for \$37,000,000. The board also forwarded an initial request to the State Building Finance Committee for \$50,000,000 in funds.

To be eligible, districts must have issued school bonds exceeding 95 per cent of the amount permitted by law to be issued, or if less than this per cent, within \$10,000 of the total bond limit permitted by law. The district must levy a tax of 30 cents on each \$100 of assessed valuation in the district to be used in repayment to the state.

SCHOOL BUILDING NEEDS IN NEW YORK STATE

The public schools of New York State, during the next decade, will require a building program costing more than a billion dollars at present prices, according to a study made by the Public Education Research Department of the New York Teachers' Association.

The study brings out that the anticipated school population growth is only one factor in determining the need for new school buildings. Allowances must be made for shifts in population and for buildings destroyed or damaged, as well as for buildings that do not meet the minimum standards as to health and safety, that no longer promote operational economy and efficiency, or that are not suited for a modern educational program.

The median total school tax rate on full valuation in 1948-49 varied from \$12.69 in central districts to \$15.50 in villages. The medium for cities was \$13.77.

MUNCIE MAKES PLANS FOR NEW SCHOOL BUILDING PROGRAM

The board of education of Muncie, Ind., about three years ago began plans for a building campaign to provide much needed new school facilities for the schools. In carrying out its program, the board has endeavored to secure the participation of citizens' committees and teachers' committees who are giving valuable assistance in the preparation of the initial plans for the new buildings.

The board has recently approved the preliminary plans of its architects for a stadium, to seat 3700 to 3900 persons and to cost \$106,000. Plans are also being made for a gymnasium-auditorium, separate from the remainder of the school building, music and art rooms, and a health suite.

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Concealed Irrigation

Uniform coverage

Low cost maintenance



More beautiful turf—softer, thicker, safer to play on—is assured with SKINNER underground irrigation equipment.

All parts are accurately machined from brass, bronze and stainless steel for durability and dependable performance. Economical to install, easy to use. Full details on request with no obligation whatsoever.

The SKINNER IRRIGATION COMPANY
502 Canal St., Troy, Ohio

Pioneer and leader in irrigation for nearly a half century

NEW SUPPLIES AND EQUIPMENT



ANNOUNCE EDUCATIONAL MODEL SOUND MIRROR

A new magnetic tape sound recorder, developed for use as an educational aid has been announced by the Brush Development Company, Cleveland.

This firm, a leader for more than a decade in magnetic recording, was organized originally to carry on research work on electrical devices. Charles Brush, Sr., a pioneer in the electrical industry, produced the first practical light, the arc light, and its associated generating and distributing system.

The Educational Model Sound Mirror was developed as a high quality, low-priced recorder by incorporating many new features and improvements, learned from experience.

The Educational Model Sound Mirror incorporates features of other models and additional features which make it ideal for use by educators and students.

A series of recent experiments conducted at Northwestern University School of Music, using a sound mirror of this type, show that students make twice the progress in one half the time in the application of new teaching techniques in which the tape recorder is an important factor.

For complete information write to *Brush Development Company, Cleveland, Ohio.*

For brief reference use ASBJ—0301.

ANNOUNCES HANDBOOK OF ART EDUCATION MATERIALS

The American Crayon Company has announced a Handbook of Art Education Materials, which

is entirely new, as a help for busy teachers and school administrators.

The booklet provides the answer to any and all questions relating to school art materials. The wide information given is based entirely on three questions: How many do I need? How much



American Crayon Art Education Guide Book.

will it cost? How shall I use them? It discusses in brief form, the quality and characteristics of each medium, and provides ideas and suggestions on actual class applications. Also included are special chapters on such topics as promoting school art programs and handling exhibits and

displays. A feature is the set of tables showing the normal per-pupil or per-classroom requirements for each art medium.

American Crayon Company, Cleveland, Ohio.
For brief reference use ASBJ—0302.

WESTINGHOUSE TYPE E GEARTURBINES AVAILABLE

A new series of industrial steam turbines with close-coupled, integral reduction gears for low-speed applications is now available from the Westinghouse Electric Corporation. Equipment such as pumps, fans, compressors, and generators can be driven at their proper speeds by these Gearturbines while the turbines operate at their most efficient speed.

The new units, designated as Type E, gearturbines, combine a rugged, compact speed reduction mechanism, solidly coupled to the turbine and designed to operate as a single unit. Three machined feet form a firm three-point support for the unit. Single helical gears with low helix angle give low thrust against the bearings. Strong, steel members maintain rigidity and resist torsional distortion. The Gearturbines are available with standard gear reduction ratios for the best operating speeds of the usual types of loads.

For complete information write to the *Westinghouse Electric Corporation, P. O. Box 2099, Pittsburgh 30, Pa.*

For brief reference use ASBJ—0303.

CATALOG ON POSTURE SEATING

Remington Rand, Inc., has announced a new booklet on the advantages of posture seating in offices. The 22-page, 4-color booklet contains full catalog data and points out that chairs are adjustable five ways to conform to the different physical proportions of their users. The chairs minimize fatigue, it is stated, by providing gentle

(Concluded on page 90)

ALWAYS SPECIFY

Prana
REG. U. S. PAT. OFF.

PROVEN PRANG PRODUCTS THAT ARE UNSURPASSED FOR PERFECTION AND PERFORMANCE

Prana the superior crayons for classroom drawing and coloring
CRAYONEX
REG. U. S. PAT. OFF.

Prana paints water colors textile colors tempera colors DEK-ALL colors

Prana pastel crayons pastello poster pastello ambrite excello squares

Prana painting and drawing crayons
PATONS
REG. U. S. PAT. OFF.

Prana the pressed crayon that lasts longer
CRAYOGRAPH
REG. U. S. PAT. OFF.

Prana plastic modeling material
MILO-MODELIT
REG. U. S. PAT. OFF.

Send for Old Faithful Catalog of COMPLETE line of Prang Products. Dept. AJ-34

AMERICAN CRAYON COMPANY
Sandusky, Ohio

PLAN NEW TYPE SCHOOL BUILDING

The new Lakeland School in the Little Lake District, Santa Fe Springs, Calif., represents a revolutionary design of classrooms, which gives the building a unique appearance and use through ceiling-to-floor windows, forming a triangle of window-wall area for each room. The glass walls are staggered in 5-ft. glass panels, divided by vertical louvers. The plywood louvers and glass pane's are set at 90-degree angles, which achieves the result of having two sides of each room facing north. The ends of the panels overlap on the east-west walls, excluding east-west exposures to bright sunshine. In addition to the new design for lighting, the south-east or south-west side of each room will have small windows at ceiling height, protected from direct sunlight by louvers.

The Lakeland School will have six double classroom buildings, including a kindergarten building and an administration-library building. Future plans call for a cafeteria-auditorium combination, and three additional double classroom buildings.

Each classroom unit will have toilet rooms, a heater room, a teachers' workroom, and coat rooms in the triangle area. The separate building units will be connected by covered walks. The roofs of the buildings will be supported on steel trusses which bear on the walls and steel columns concealed in the plywood fins.

The school will be located on a 10-acre site and will cost approximately \$277,423 for construction alone. Designed for primary use, it will house classes from the kindergarten to the fourth grade.

The school is to be erected from plans prepared by Ralph C. Flewelling and Walter L. Moody, architects, of Los Angeles, Calif.

SANITARY CODE FOR ARIZONA SCHOOLS

A complete revision of the rules and regulations governing the sanitary conditions of school buildings in Arizona has just been issued by the State Department of Health. The regulations are intended to insure completely sanitary conditions in all buildings in which numbers of children are gathered for instructional purposes. The special characteristics of local climate, accessibility to certain types of water supplies, light, and sewage disposal have been taken into account in the preparation of the regulations.

Perhaps the most important features of the improved program of sanitation requires state approval of plans and specifications for all new buildings. The State Board of Health requires that all phases of construction of new buildings and additions, including the site, and all fixed equipment shall be submitted to the Department for approval. Building plans proper and equipment installation must be submitted to the board before construction is undertaken. The board thus seeks to insure the safety and the sanitary condition of all future school buildings.

The regulations relating to the building proper provide that the classrooms contain at least 200 cu. ft. of air space and 20 sq. ft. of floor area per student. Artificial or natural ventilation is required and natural as well as artificial light must be provided.

The heating insulation required is intended to provide 70 deg. of room temperature under severe local conditions, and all heating elements, etc., must conform to the standards of the National Board of Fire Underwriters.

Mechanical ventilation units must include vents and must provide 30 cu. ft. of air per minute per unit, including 10 cu. ft. of outdoor air. Evaporative type coolers must provide complete air changes every 10 minutes.

The lighting standards include a requirement of 20 per cent of the floor area in unobstructed window space. The minimum artificial lighting intensity is set at 20 foot-candles in ordinary classrooms, libraries, study halls, and gymnasiums, with higher or lower standards in other building areas.

The requirements insist that liquid waste from school buildings shall be discharged into a public sewerage system or into a septic tank system.

**No cost locker protection!**

You can put dependable Dudley Locks on all school lockers . . . without taking a dime out of your budget.

Use the Dudley Self-Financing Plan, successfully used in schools, everywhere. Write for details . . . and for Catalog Folder showing the Dudley Line of Master-Charted and Master-Keyed padlocks and built-in locks.

Dudley Locks, like the RD-2 shown above, have been a standard of school protection for more than a quarter century.

DUDLEY LOCK CORPORATION

570 W. Monroe St., Dept. 312, Chicago 6, Ill.

The Eastern Teachers' Agency
200 Sunrise H'way, Rockville Centre, L. I., N. Y.
Recommends Highest Type Administrative Candidates to School Boards and School Superintendents.
Member N.A.T.A.

ALL-WEATHER PLAYGROUNDS now possible for every school at LESS THAN \$1.00 PER SQUARE YARD. For road repairs buy a pavement asphalt. Improve the health and physical education program with an outdoor gymnasium of smooth, dry, resilient, NATURAL ROCK ASPHALT from the Missouri deposit. You can't wear it out; gets smoother every time used. It'll cut your surfacing costs in half.

O. R. BARKDOLL
Downers Grove, Illinois

The Yates-Fisher

Teachers Agency
PAUL YATES, Manager
ESTABLISHED IN 1906
FROM KINDERGARTEN THROUGH UNIVERSITY
23 E. Jackson Blvd.
Chicago 4, Illinois
MEMBER NATA



Continuity of Service

This issue of the JOURNAL marks the beginning of the 60th year of publication and is the first issue completed in the new BRUCE building. Continuity of service to school administrators through outstanding editorial material and to producers of the physical requirements for school operation through the advertising pages characterizes the contribution of the JOURNAL now and during the 59 years of publication.

Response to this service of the JOURNAL is most gratifying. At the time of mailing this issue to you, the paid subscription of the JOURNAL is 17,571. Many administrators have been subscribing continually for 10 to 25 years and more. School board members in 1475 school districts receive the JOURNAL at their homes (the superintendent's copy goes to him at the school board office) and the number of subscriptions to school board members is 8366.

Continuity of readership on the part of school administrators is indicated by the renewal subscriptions of 87.19 per cent.

Several of the concerns whose advertising appears in this issue began their advertising in 1891, the first year of publication. A large number have been advertising in the JOURNAL for 10 to 25 years and more.

Our appreciation and grateful thank you for the opportunity of serving you and through you the school children of America.

BRUCE — MILWAUKEE

For product and service information refer to the advertising in this issue of the JOURNAL and make use of the inquiry form on the opposite page.

(Concluded from page 87)
support where it is most needed in the small of the back. All available types of posture chairs are illustrated, including models for executive, secretarial, and clerical use. Covering materials, all available in a wide variety of colors, are also shown.

For complete information write to Remington Rand, Inc., 315 Fourth Ave., New York 10, N. Y.
For brief reference use ASBJ—0304.

NEW HAMILTON LABORATORY EQUIPMENT

The Hamilton Manufacturing Company has issued a 96-page catalog, illustrating and describing its complete line of laboratory equipment, including base units, case units, table tops, drip grooves, reagent shelves and racks, fume hood bases, laboratory sinks, laboratory tables, utility tables, storage case assemblies, table and case assemblies, fume hood assemblies, and accessory service equipment. The catalog includes a complete index for the convenience of the buyer.

For complete information write to the Hamilton Manufacturing Co., Two Rivers, Wis.
For brief reference use ASBJ—0305.

NEW HUNTINGTON POWDERED SOAP

Huntington Laboratories, Inc., have announced a new powdered soap, Powdered Germa-Medica Hand Soap with G-11, which reduces the bacteria count on the skin and helps eliminate communicable disease.

Extensive laboratory research has shown that continuous use of the new product will maintain bacteria count at a very low level. Its value to schools lies in its ability to reduce absenteeism resulting from dermatoses and other bacterial skin diseases. Research done on soaps containing hexachlorophene (G-11), was conducted in in-

dustrial operations and each test showed important decreases in troubles caused by resident skin bacteria.

For complete information write to Huntington Laboratories, Inc., Huntington, Ind.
For brief reference use ASBJ—0306.

PITTSBURGH-CORNING ANNOUNCES NEW LINE OF GLASS BLOCKS

The Pittsburgh Corning Corporation has announced its new line of PC glass blocks, the "55" line, now available. These new blocks, developed as a result of the firm's constant effort to improve the product, represent the latest development in the field.

The blocks include Pittsburgh-Corning's exclusive soft-lite edge treatment (opal glass fused into the block junction to diffuse the light), which insures a uniformly soft and comfortable panel appearance, as well as better brightness control. Some blocks are designed for use on south elevations, others for north elevations; light-directing blocks and light-diffusing glass inserts are available for special applications. In addition to other qualities, a brand spanking new face pattern has been added, which is handsome and permits easier cleaning.

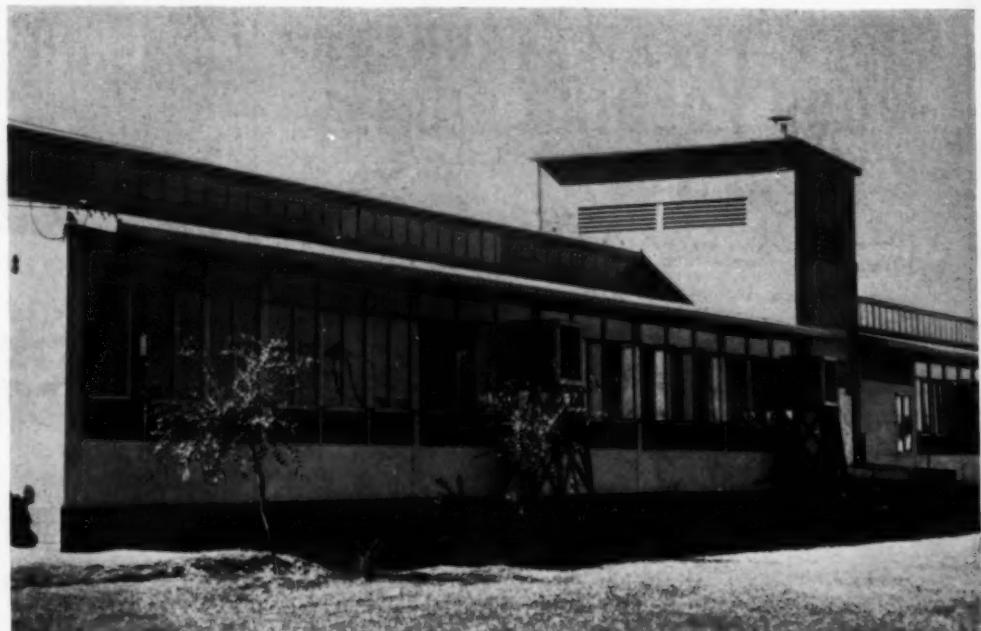
Pittsburgh Corning Corporation, 307 Fourth Ave., Pittsburgh 22, Pa.

For brief reference use ASBJ—0307.

PERSONAL NEWS OF SCHOOL BOARD OFFICIALS

► The school board of South Point, Ohio, has reorganized with PAUL BOWMAN as president, and PEARL A. PRATT as vice-president.

► DR. W. B. WORLEY has been re-elected president of the Caddo parish school board at Shreveport, La.



To accommodate climate variations and earth tremors, two all-steel primary schools featuring thermopane double insulating windows have been constructed in El Centro, Calif., reports Guy Weakly, superintendent of schools. The Lincoln and Harding primary schools are heat, fire and cold resistant, and earthquake proof. Exterior and interior steel panels are hollow, insulated walls are welded in place to withstand earthquakes. The outstanding feature of the roof is the long clerestory window of thermopane glass, which, in addition to using the north light to full advantage, also possesses insulating and sound-proofing qualities. The all-steel roof which reflects heat, is insulated with fibre glass and white top acoustic asbestos composition.

► **RAYMOND NOEL** has been elected a member of the school board at Monroe City, Mo.

► **DANIEL CRUMP** has been appointed supervisor of school buildings at Scranton, Pa. He succeeds John H. Jones.

► **MRS. JOHN TURKEL** and **CHARLES McGLAUN, Jr.**, are the new members of the board at Dillonvale, Ohio.

► **DR. EARLE M. HITE, SR.**, is the new president of the board at Roaring Springs, Pa.

► The school board of St. Henry, Ohio, has reorganized with **ROMAN J. ROSE** as president; **EDWARD J. WESTGERDES** as vice-president; and **WILLIAM MOORMAN** as clerk.

► The school board at Yorkville, Ohio, has reorganized with **JOHN G. CALABRIA** as president; **MIKE HESKE** as vice-president; and **MRS. ANGELINE MOSKEL** as clerk.

► **D. A. WESTOVER** has been elected a member of the board at Hastings, Pa., to succeed Dr. S. C. Peters.

► The school board of Ashtabula Harbor, Ohio, has reorganized with the re-election of **PAUL E. HAKALA** as president; **JAMES G. LAIRD** as vice-president; and **ROBERT Z. KOSKI** as clerk.

► **KENNETH H. PARKS** has been elected president of the school board at Ashtabula, Ohio.

► **HARRY REETS** has been elected president of the school board at Lakeville, Ohio. The two new members are **CLARENCE SMITH** and **WALTER HERBEL**.

► **RALPH W. SCOTT** has been elected president of the school board at Salamanca, N. Y. **LESTER F. LANGHANS** is the new member of the board.

► **ARTHUR EASTON** has been elected president of the board at Franklin, Ohio. **HOWARD LARICK** was re-elected vice-president, and **R. G. AYRES** was named clerk-treasurer.

► The school board of Alliance, Ohio, has reorganized with **GEORGE GOTSCHELL** as president; **FRANK TATE** as vice-president; and **F. G. MILLS** as clerk.

► **JAMES H. TROUSDALE** is the new president of the Ouachita parish school board at Monroe, La.

► **JOSEPH PRENDERGAST**, New York City, has been appointed executive director of the National Recreation Association. He succeeds the late Howard Braucher.

► The school board of Phoenix, Ariz., has reorganized with the election of **LOUIS A. MYERS** as president, and **M. F. O'DONNELL** as clerk.

► The school board of Bedford, Ind., has elected **WALDO S. WOOD** as president; **ORVILLE HOOKER** as vice-president; and **HARRY H. MOURER** as secretary-treasurer.

► The school board of Amherst, Ohio, has reorganized with **FRED HOGREEF** as president; **GEOGRE WALKER** as vice-president; and **MISS GRAYCE PURCELL** as clerk.

► **JAMES H. TROUSDALE, JR.**, has been elected president of the Ouachita parish school board at Monroe, La.

► **JUDGE PHIL H. COOK** has been elected vice-president of the board at Lexington, Mo. Other members of the board are **J. L. MANN**, president; **IRWIN NEALE**, secretary; **BEN SLUSHER**, treasurer; and **E. T. SCHABERG**, member of board.

► **WILLIAM CHARLES** has been elected chairman of the new Citizens' Advisory Committee of the board of education, St. Louis, Mo. The citizens' committee will make a study of the income and expenses of the school system and report its findings to the board.

► **CHARLES GAFFEY** has been elected president of the board of education of Warren, Ohio. **RALPH WEAVER** was named vice-president.

► The school board of Mt. Lebanon, near Pittsburgh, Pa., has reorganized with **A. C. McMILLAN** as president. Mr. McMILLAN is serving his 24th year as a member of the board, and his sixteenth year as president. Three former members who have been returned to the board for additional terms are: **A. C. McMILLAN**, 6 years; **RAYMOND B. HECHT**, 6 years; **MRS. SARA LEWIS**, 4 years.

► **WILLIAM H. SMITH** has been elected a member of the board at Galveston, Tex., to succeed **H. O. Skarke**.

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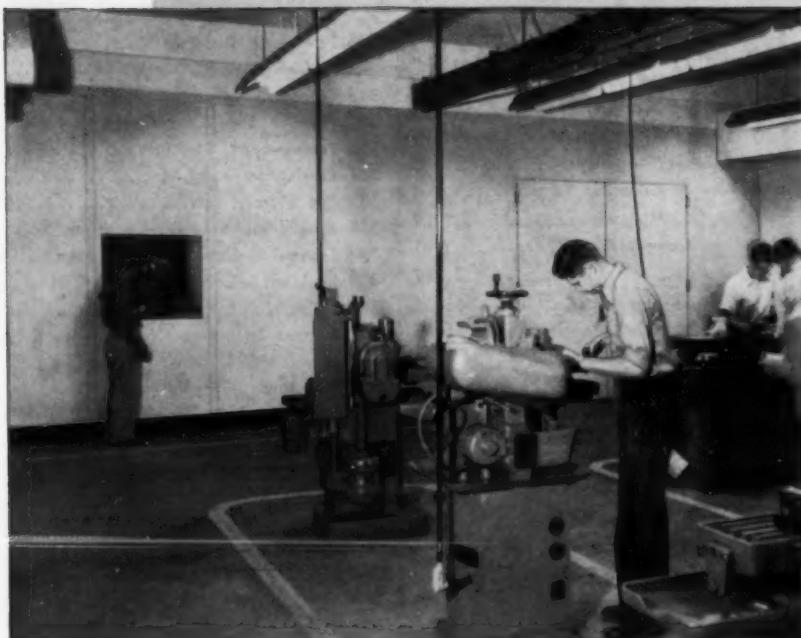
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